

A PRACTICAL
ENGLISH GRAMMAR
AND COMPOSITION

BOOK THREE

CHOKSI & NORTH

Orient Longmans

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A PRACTICAL
ENGLISH GRAMMAR
AND COMPOSITION

BOOK III

BY

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INTRODUCTION

THE grammar course for Std. X, as laid down in the syllabus supplemented by the structures listed in the Appendix, is practically a complete survey of elementary grammar. Consequently the treatment for Std. XI consists of an effective revision of the grammar previously learnt, with application in varied ways and amplification of certain points that were too difficult for inclusion in the previous year. An endeavour has been made to recast the material in a fresh form and to make examples and exercises as interesting as possible.

It would not serve any purpose to provide a large number of exercises on most of the topics in the grammar book of Std. XI, as teachers prefer to base their exercises on the reading matter of the prescribed S.S.C. Selections. But this does not apply to the Passages set for Comprehension and Precis, where there is no question of using the prescribed reader as material for exercises. So a large number of passages has been provided, and these range over a variety of subjects. Properly used, this type of exercise can serve as a means of promoting reading habits, both in encouraging careful reading and in rousing interest in reading for information as well as for amusement. Thus a foundation can be laid for library reading. The questions on word study are meant to guide children in the understanding of new words through the context. The children will learn from them how, from the situation, they can make a reasonably good guess at the meaning of a new word.

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SECTION I — GRAMMAR

LESSON I

GRAMMAR AT WORK : Nouns

Last year you learnt about the different parts of speech and their function and use. In this section we shall revise them mainly through exercises, dealing especially with matters which are the source of common mistakes.

A. Nouns : Kinds.

EXERCISE ONE

Recall the different kinds of nouns and give the collective nouns that stand for a collection of the following:

Locusts, sailors, robbers, elephants, sheep, wolves, clothes, sticks, grapes, people in the street, people in a riot, people at a lecture, lectures.

EXERCISE TWO

*Which of the following proper nouns take **the** before them?*

America, United States, India, Indian Union, Bombay, Jhelum, Himalayas, Mount Everest, Nur Jehan, Pacific Ocean.

B. Nouns: Gender and Number.

EXERCISE THREE

(1) Give the feminine nouns corresponding to these:

Hero, heir, policeman, emperor, cock, dairyman, tiger, uncle.

(2) Give the masculine nouns corresponding to these:

Niece, actress, lioness, mare, pea-hen, milkmaid, landlady.

EXERCISE FOUR

Recall the rules for the formation of the plural and give the plural form of the following nouns:

Bush, nose, fox, ox, chicken, tax, taxi, leaf, roof, loaf, thief, half, fly, valley, cry, monkey, echo, cargo, buffalo, piano, dynamo, bamboo, kangaroo, goose, mouse, house, tooth, sheep, oasis, deer, dear, radius, circus, brother-in-law, dwarf, giant.

EXERCISE FIVE

In the following sentences use a suitable verb in the correct form, singular or plural:

(i) The news — good. (ii) The scissors — lost. (iii) My pair of scissors — here. (iv) Riches — not always bring happiness. (v) The — cattle — coming home from the fields. (vi) The herd of elephants — moving very quietly through the forest. (vii) Where — my spectacles? (viii) The furniture of the hotel — very solid and heavy. (ix) — your information reliable? (x) As the train — climbing the Ghat the scenery from the window — very beautiful. (xi) Your trousers — badly torn. (xii) The innings — not yet over. (xiii) Mathematics — his favourite subject. (xiv) The surroundings — very peaceful. (xv) The jury — brought in a unanimous verdict. (xvi) The jury — divided in their opinions about the case. (xvii) Politics — not for poets.

C. Nouns : Countable and Uncountable.

You learnt that things that we cannot count cannot take an indefinite article before them, and they cannot be put in the plural.

EXERCISE SIX

Which are the uncountable nouns among the following?

Rice, plate, shirt, cloth, dog, sugar, cup, bread, slice, loaf, furniture, cupboard, happiness, food, biscuit, milk, jug, dirt, wool, dress, ink, pen, darkness, night, truth, money, rupee, scenery, scene, soup, tea, cup, orange, iron, flower, flour, paper, poetry, poem, dust, machinery, machine, photography, photograph.

EXERCISE SEVEN

Form sentences to show the use of the following as countable as well as uncountable nouns. Point out, where possible, the difference in the meaning:

glass, wood, tin, copper, good, light, ice, hair.

EXERCISE EIGHT

What is there unusual about the nouns in the following sentence? Explain the reason for their use.

'Waiter, please bring two teas and a coffee.'

EXERCISE NINE

Form sentences to distinguish between the following pairs of words:

(i) Iron and irons. (ii) Compass and compasses. (iii) Spectacle and spectacles. (iv) Custom and customs (in "customs office"). (v) Pain and pains (in "to take pains").

EXERCISE TEN

Use what (with uncountables and with plural nouns) and what a (with singular countable nouns) in the following exclamations:

(i).....silly mistake! (ii).....nonsense! (iii).....good idea! (iv).....funny ideas a child has! (v).....fun! (vi).....funny things you say! (vii).....long hair she has (viii).....helpful girl!

D. Nouns : Possessives.

The possessive with 's is used mainly with living creatures or personifications. In the case of things that have no life, the objective with *of* is used ; e.g.

- (a) The boy's book, Fortune's favourite, the horse's legs.
(b) The price of the book, the colour of the sky, the hands of the clock.

When the plural noun ends in *s*, we add the apostrophe alone ; but if it ends in any other letter, we add 's ; e.g.

The boys' clothes, the children's cries, the women's voices.

Proper nouns ending in *s* normally take 's, unless they are classical names and sometimes uncommon names ; e.g.

St. James's Palace, Charles's head. **But** Archimedes' Law.

Where the possessor's name is expressed in more than one word, the last word is put in the possessive ; e.g.

- (a) King Charles the First's head. (b) John the carpenter's brother. (c) Desai and Joshi's Tooth Paste.

The normal possessive for inanimate objects is *of* ; but 's is used in a number of familiar expressions, many of which express measures of time, space, weight ; e.g.

- (a) A finger's breadth, a stone's throw, a week's time, an hour's walk. (b) The sun's rays, for mercy's sake, to his heart's content, the mind's eye, out of harm's way.

EXERCISE ELEVEN

Rewrite with 's or s' those of the following phrases that are better expressed that way :

- (i) The coat of the boy. (ii) The coats of the boys. (iii) The father of James. (iv) The followers of Socrates. (v) The announcement of the President of the Indian Union. (vi) The birthday of the Queen of England. (vii) The toys of the children. (viii) The toys of the babies. (ix) The work of a whole day. (x) The handle of the door. (xi) The son of the brother of the teacher. (xii) The daughter of Desai the plumber. (xiii) The poems of Tennyson and of Browning. (xiv) The hands of the watch. (xv) The length of an oar. (xvi) The name of his brother-in-law. (xvii) A hol'day of a week. (xviii) The order of the Commander-in-Chief. (xix) The sound of the bell. (xx) The voices of the women.

E. Nouns : Agreement of Verb and Subject.

A verb should agree with its subject in number and person. *Study the following examples of instances where mistakes are liable to be made :*

- (a) A course of lectures *was* delivered on the subject. (b) The host and hostess *were* very hospitable to all their guests. (c) My old friend and schoolfellow *is* coming to stay with me. (d) The box with all its contents *was* stolen. (e) The Committee *has* decided to take immediate action. (f) It appears that the Committee *are* not agreed about the matter.

EXERCISE TWELVE

Insert verbs in each of the following sentences to agree with the subject :

- (i) The car and the carriage — both at the door. (ii) The carriage as well as the car — at the door. (iii) The carriage with its four horses — at the door. (iv) Curry and rice — a favourite Indian dish. (v) Slow and steady — the race. (vi) The great host of men with drums rolling and flags flying — moving

steadily towards the head of the bridge. (vii) A host of monkeys — jumping about among the trees, chattering, quarrelling, eating, tearing down branches and leaves. (viii) Essential articles — at much the same price as last year. (ix) The price of essential articles — not gone up. (x) The house with all its furniture — to be sold. (xi) The house and its furniture — to be sold. (xii) The house as well as the furniture — to be sold. (xiii) A fair field and no favour — all I ask. (xiv) A fleet of canoes — coming down the river. (xv) The team — been in excellent form this season. (xvi) The team — playing so badly today that they are sure to lose. (xvii) The jury — retired to consider its verdict. (xviii) The jury — not allowed to leave the court to go and have their dinner. (xix) Success or failure *depend/depends* partly on circumstances. (xx) The reforms — opposed by a small group of orthodox people. (xxi) The introduction of the reforms — opposed by some people.

LESSON II

GRAMMAR AT WORK : Pronouns

A. The Personal Pronoun.

Nouns in English do not have separate forms for the nominative and objective case ; but personal pronouns have separate forms for gender and number, as well as case.

EXERCISE ONE

Fill in the blank spaces with the correct forms of the pronoun in the first person and then repeat the sentence with the forms of the other personal pronouns :

This book is — ; it belongs to — ; I wrote — name in it — .

EXERCISE TWO

*Insert either possessives or the pronoun in the objective case or the form of the pronoun with **self** (Reflexive and Emphasizing) in the blanks :*

- (i) We can do all — work by — . (ii) He is only three years old ; you had better help — to put on — shoes ; he can't manage by — . (iii) She is sitting all by — in the dark with — eyes shut. (iv) It's not — book ; it's — , I bought it — ; it's got — name in it.

You can see for —. (v) They did not take — little brother with — but went off by —.

EXERCISE THREE

Note the form of the possessive: "a friend of mine"; and insert the possessives in the following:

(i) I want to borrow a book of —, please. (ii) They suggested that we should have a holiday. I think it was a good idea of —. (iii) My uncle in my home town told me to go and visit a friend of — in the city. (iv) A friend of — has invited her for the week-end. (v) We don't know him well; he is not a friend of —.

B. The case of the pronoun after certain words.

1. *Between* and *Let* :

After the preposition *between* and the verb *let*, the objective case of the pronoun is required, though the nominative case is sometimes incorrectly used; e.g.

(a) That is between you and him. (b) Let us do it.

2. After the verb *to be* :

The pronoun used predicatively, (i.e. after the verb *to be*) is grammatically in the nominative case; but the objective form is actually more common in spoken English; e.g.

"Who's there?" It's I/me; it isn't he/him.

It is, however, better to say "It was I who did it" rather than "It was me who did it." "That is he" also sounds better than "That is him". But, an Englishman often says "That's him." "It's me"; these are now accepted as English idiom.

3. *Than* and *As* :

These are conjunctions, so the case after them varies accordingly; e.g.

(a) I like her dog better than she (does). (b) I like her dog better than her (than I like her).

Here, also, an Englishman tends to use the objective case in conversation, especially after an intransitive verb, where there is no possibility of confusion.

Sentences like "He is cleverer than she" or "You are better than we" or "Is she as tall as I?" are grammatically correct; but they are so seldom used that they sound unnatural. If they are used, it is better to add the omitted verb; e.g.

- (a) He is cleverer than she is. (b) You are better at this game than we are. (c) Is she as tall as I am?

When the pronoun is qualified by *all* or *both*, the objective form is always used; e.g. *than* and *as* are used as prepositions, not conjunctions; e.g.

- (a) You are cleverer than them all. (b) He is cleverer than us both.

4. *But* and *Except* :

With these words the reverse process has taken place; *except* and *but* (in the sense of *except*) are prepositions and should be followed by a pronoun in the objective case; but in both spoken and written English there is a tendency to use them, especially the latter, as conjunctions; e.g.

The boy stood on the burning deck

Whence all but he had fled (strictly all but *him*).

EXERCISE FOUR

Choose the correct pronoun in the following sentences :

- (i) He has asked my friend and (I/me) to a picnic. (ii) There is an agreement between (I/me) and (he/him). (iii) "Who did that?" "It wasn't (I/me); it was (she/her)". (iv) Let you and (I/me) be friends again. (v) If I were (he/him) I'd leave it alone. (vi) Everybody went except (she/her). (vii) "Who's there?" It's only (we/us), my friend and (I/me). (viii) Let (we/us) go for a walk. (ix) He is bigger than (I/me) but I am stronger than (he/him). (x) They began the quarrel, not (we/us).

C. Relative Pronouns.

EXERCISE FIVE

Put in the missing relative pronouns in the following sentences :

- (i) Madame Curie, — discovered radium, is one of the greatest scientists of the twentieth century. (ii) The articles — were found in the ruins of Mohenjo-daro are now all in museums.

(iii) The lecturer, — gave us a very interesting talk, had himself taken part in the excavations. (iv) You have forgotten — I told you. (v) My friend, — I hadn't seen for years, has come back to Bombay. (vi) Grammar, — students often dislike, helps them to write correctly. (vii) I met my old teacher, from — I got news of the school. (viii) You can cook — you like for your lunch. (ix) The police, — work is very important, take care of the public safety. (x) The tree fell on a party of picnickers, all of — were hurt.

D. Indefinite and Distributive Pronouns.

Here are some points to remember about these :

1. *Anyone* and *Either* :

When we speak of only two persons or things, we use *either* ; when we speak of more than two we use *anyone* (or *any one*) ; e.g.

(a) Choose either of the two. (b) Anyone of them is able to do this. (c) Choose any one from the dozen pencils that are there.

2. *None* and *Neither* ;

Similarly we use *neither* of two persons or things, *none* of more than two. Note that *none* is used both in the plural and the singular, according to the sense ; the plural is generally preferred ; e.g.

(a) Neither of the two brothers is tall. (b) "Are there any letters ?" "There is/are none for you." (c) None of them have come.

3. *One another* and *Each other* :

The phrase *each other* is used strictly only when we are speaking of two persons ; *one another* when we are speaking of more than two ; e.g.

(a) The two sisters loved each other dearly. (b) Men should love one another.

E. The indefinite pronoun, *One*.

The indefinite pronoun, *one*, must be retained throughout the sentence ; *he* or *you* in an indefinite sense cannot be substituted for it in the *course* of the sentence ; e.g.

(a) One should do one's duty whatever difficulties one may have to face. (b) Every man should do his duty whatever difficulties he may have to face.

EXERCISE SIX

Put in the correct indefinite or distributive pronoun in the blanks in the following sentences :

(i) — of the two brothers was present at the party. (ii) — of the best swimmers, who could have rescued the man, happened to be there. (iii) Don't worry ; — of the two boys will do it for you. (iv) No — in the class will do it for you. (v) The two boys stood by — through all difficulties. (vi) All religions teach that men are brothers and should love —. (vii) One has to do — duty whether — likes it or not. (viii) If one wants to get a thing done quickly, — had better do it — self. (ix) If you want a thing done quickly, — had better do it —.

F. Pronouns: Agreement of Subject and Verb.

Pronouns, like nouns, must agree in number and person with the verb of which they are the subject. Remember that the distributive pronouns are always singular. So are the pronouns made by adding any-, every-, some-, no- to -one, -body, -thing (except none, which may take a singular verb where necessary, but more often takes the plural). *Study the following examples:*

(a) Neither you nor he *knows* anything about it. (b) Neither he nor I *am* quite certain about it. (c) All of those who were expected *have* come already. (d) Everyone of them *is* here, and each of them *has* remembered to bring *his* note-book. (e) None of these books *is* the one I asked for. (f) None of them *are* coming to the picnic. (g) I who *am* your friend give you this advice. (The relative pronoun has the same number and person as its antecedent.)

EXERCISE SEVEN

Use the correct form of the verb in the blanks, so as to agree with the subject :

(i) All of them — listening but only some of them — really paying attention. (ii) — any one at all paying attention ? (iii) I am sure no one — paying attention. (iv) None of you — paying attention. (v) None of them — the man I want. (vi) None of

these pens — of any use. (vii) Either you or he — responsible.* (viii) Either he or you — responsible.* (ix) Neither he nor I — responsible. (x) Not one of them — going to the match. (xi) — any of you going to the match? (xii) — anyone there? (xiii) Several of us — going to the match. (xiv) Both of you — wrong. (xv) Neither of you — right. (xvi) All of you — wrong. (xvii) Everyone of you — wrong. (xviii) Each of them — brought his own water-bottle. (xix) All of them — water-bottles but none of them — umbrellas. (xx) Several of them — raincoats.

LESSON III

GRAMMAR AT WORK : Adjectives

A. Adjectives of Quality: Comparison of Adjectives. The following points must be kept in mind with regard to the comparison of adjectives.

1. Comparatives and Superlatives.

(i) The superlative cannot be used when we are comparing two things only; e.g.

(a) That is the better of the two articles. (b) That is the best of the lot. (c) That is the more difficult one of the two examples. (d) That is the most difficult of all the examples.

(ii) When the comparative is used, the object compared must be excluded from the class of things with which it is compared; e.g.

(a) He is taller than any other boy in the class. (b) The Amazon is longer than any other river in the world.

(iii) When the superlative is used, the object compared is included in the whole class of things compared; e.g.

(a) He is the tallest boy in the class. (b) The Amazon is the longest river in the world.

2. Confusion of Comparisons.

The following sentence is an example of a common type of confusion in comparison.

The novels of Scott are more interesting than Dickens.

* It might be pointed out that the best way to deal with this type of sentence is really to rewrite it; e.g. Either you are responsible or he is.

This is incorrect. We are not comparing the novels of Scott with Dickens but with the novels of Dickens. So we should say:

The novels of Scott are more interesting than those of Dickens.

3. Comparatives followed by *to*.

Certain comparatives take *to* after them, instead of *than*; these are: *prefer*, *preferable*, *superior*, *inferior*, *senior*, *junior*, *prior*; e.g.

(a) I prefer cycling to swimming. (b) Great cold is preferable to great heat. (c) This book is inferior to that. (d) Prior to the Industrial Revolution, goods were made by hand.

4. Words that cannot be compared.

Note that words like *extreme*, *ideal*, *perfect*, *universal*, *unique* cannot be used in different degrees, as they are by their very meaning, superlative. A thing cannot be more or less ideal or perfect or unique.

EXERCISE ONE

The following sentences are incorrect. Write them again correctly :

(i) She is cleverer than any girl in her class. (ii) The streets of Bombay are cleaner than Calcutta. (iii) He is the tallest of the two. (iv) I prefer cool water than lemonade. (v) She was the most beautiful of any woman. (vi) Water is preferable than wine. (vii) To fight is preferable than to run away. (Use gerunds instead of infinitives) (viii) It is best to be silent than to speak hastily. (ix) The teaching in our village school is as good as the city schools. (x) The Godavari is the longest of any other river in the Deccan. (xi) Ashoka was a most ideal ruler. (xii) You must be more perfect in your work.

5. *Elder*, *older*; *farther*, *further*; *later*, *latter*;

There are differences of meaning in these pairs of words.

We use *older* and *oldest* for things as well as persons; we use *elder* and *eldest* for persons, as applied to a family of brothers and sisters; e.g.

(a) The oldest tree in the forest. The oldest man in the village.
(b) The elder of the two sisters; the eldest of the family.

The comparative and superlative forms, *farther*, *farthest* come from *far*; and therefore express distance; *further* and *furthest* are used to denote something more in advance or something additional; e.g.

(a) He is too tired to walk farther. (b) We shall discuss the matter further.

We use *later*, *latest* to imply *time*, as opposites of *earlier*, *earliest* while *latter* and *last* imply position or order; e.g.

(a) He came later than he was expected. (b) Aurangzeb was the last of the great Mughal rulers.

EXERCISE TWO

Insert in the blanks the correct form of one of the adjectives given above :

(i) Can you tell me who is the — of the two brothers ? (ii) Have you heard any — news of the accident ? (iii) Both Babar and Humayun were brave, but the former had a much stronger character than the —. (iv) The — sister was like a mother to all the other five children. (v) That is the — man in the village. (vi) The station is about a mile — on.

B. Indefinite Adjectives.

1. *Some* and *Any*:

Of the indefinite adjectives (and pronouns) *some* and *any*, *some* is usually used in affirmative statements, and *any* in negatives and questions. *Any* is preferable in all doubtful statements; it is used with *scarcely*, *hardly* and in clauses of condition.

EXERCISE THREE

*Use **some** or **any** in the blanks in the following sentences :*

(i) He lent me — pencils. (ii) Can you give me — stamps ? (iii) I am sorry I haven't —. (iv) There's — tea in the picnic basket but there isn't — sugar. (v) You had better cook — more rice ; I am sure we shall need — more. (vi) I don't think we'll need — more. (vii) There isn't — bread left ; we must buy — more. (viii) I want — fresh eggs; have you — ? (ix) I doubt if there's — butter left ; you had better have — biscuits. (x) Won't you have — more cake ? (xi) Wouldn't you like — thing to drink ? Have — lemonade. (Be careful of the last two examples).

2. *Many* and *Few*; *Much* and *Little*.

We use *many* and *few* with countable nouns; *much* and *little* with uncountable nouns.

EXERCISE FOUR

Use these adjectives in the blanks in the following sentences :

(i) He shouldn't eat so — potatoes and so — rice ; he is getting very fat. (ii) There are only a — biscuits left in the tin and very — sugar in the bowl. (iii) I don't think I can make a cake ; there is very — butter left and very — eggs. (iv) Were there — people at the party ? Did the women wear — jewellery ? (v) There's very — red ink left in the inkwell, but there may be a — red pencils in the drawer. (vi) If you drink so — water and eat so — bananas straight after a race, you can't expect to feel well.

3. *A little, little*; *a few, few*;

These words express different meanings. The words *few* and *little* have negative force, and are equivalent to *not many*, *not much*. But *a few*, *a little* have a positive emphasis; they imply *some at least*; e.g.

- (a) He had few friends in the city and he longed for his village.
- (b) He had a few friends in the city, so he was not lonely.
- (c) There's very little butter in the house; I don't think I can make a cake.
- (d) There is a little butter in the house ; I'll be able to make a small cake.

EXERCISE FIVE

Fill in the blanks with **a little, little, a few, few** :

(i) There was — rain last month, so the crops withered. (ii) There was — rain last night, so the leaves are looking fresh and green. (iii) They kept — hens which gave them eggs enough for the two of them. (iv) We have very — eggs today ; the hens have not been laying well. (v) It has been raining very hard, so there are — children at school today. (vi) I saw — children coming in as I entered. (vii) Many of the teachers were ill, so we did very — work. (viii) I have — work to finish ; I'll go for a walk with you as soon as I have finished it.

4. *Enough* (as adjective and adverb):

We can use *enough* before or after a noun; e.g.

- (a) There's enough food (food enough) for everybody. (b) There isn't enough time (time enough) to catch the bus now.

Enough is used as an adverb of degree *after* an adjective or another adverb; e.g.

- (a) The hole wasn't large enough for him to go through.
- (b) He has done it well enough.

EXERCISE SIX

Re-write the following pairs of sentences as one sentence, using enough....to :

- (i) He has enough money on him. He can pay the bill.
- (ii) The light of the street lamp is very bright. We can read by it.
- (iii) He is not strong. He cannot lift that heavy box.
- (iv) The wind is very strong. It will blow down the trees.

LESSON IV

GRAMMAR AT WORK : Articles

A. The Indefinite Article: *a, an*.

We know that *a* is used in front of a noun beginning with a consonant (e.g. a book) and *an* in front of a noun beginning with a vowel (e.g. an elephant). The indefinite article can be used in front of countable nouns when these nouns are in the singular; e.g. a leaf, a knife, an orange, an aeroplane.

You cannot, however, put the indefinite article in front of uncountable nouns, that is, nouns which have no plural; e.g.

bread, advice, milk, blood, sand.

If you wish to give the idea of the oneness of these nouns you must put a countable noun in front; e.g. a slice of bread, a piece of advice, a glass of milk, a spot of blood, a grain of sand.

Remember that the indefinite article is used in two ways:

- (i) to indicate *one*; e.g.

He has bought a dog. (Meaning he has bought *one* dog.)

(ii) *generally*, with no numerical emphasis; e.g.

A dog is a very handsome animal. (Here the use is general for we do not mean that *one* dog is *one* very handsome animal.)

Now what happens when we have to use the plural? If *a* or *an* is used to indicate *one* then it is changed into *some*, *several*, *a few*, *a number of*, or *two*, *three*, etc; e.g.

(a) He has just bought two dogs. (b) He has given the dogs some biscuits. (c) He has eaten several cakes.

But if *a* or *an* is used *generally* in the singular, then there is no plural equivalent; e.g.

Dogs are very handsome animals.

EXERCISE ONE

Put into the plural the words in italics in the following sentences:

(i) His father gave him *a new pen* yesterday. (ii) He has just met *a famous politician*. (iii) If *a wall* had ears, what secrets *it* could give away! (iv) The book was about *a Siamese cat*.

B. The Definite Article; *the*

Actually, the definite article is a weakened form of the demonstrative pronoun and is used to show that a noun is being used in a particular sense. For instance, if we say: "A dictionary is a useful thing to have in the house" we mean dictionaries in general. But if we say: "The dictionary you gave me has been very useful to me" we do not refer to dictionaries in general but to the particular dictionary you gave me.

The definite article therefore is used to denote a particular thing. In this way it is also used to particularize a noun, when the noun is used several times in the same passage. For instance, a story may begin by saying: "There was once a little man" but if he is mentioned again he will be referred to as "the little man" that is, that particular little man and not any other. So, when definite, particular information is being given, we use *the*.

Therefore when no particular information is being given the definite article is not used. You can use an indefinite article in the general sense ; e.g.

A table is made of wood.

or, if in the plural, no article at all ; e.g.

Tables are made of wood.

EXERCISE TWO

Now fill in the blanks in the following passages with **a, an, or the** :

(i) One day I was walking along — country road when I saw — hedgehog in the middle of — road. When it heard me it rolled itself into — tight ball and was completely protected by — sharp spines on its back. — dog came along and sniffed at it but it soon gave up and with — grunt of disgust ran down — road. As I walked away I threw — glance behind me and saw that — hedgehog had unrolled itself again and was moving to — side of — road.

(ii) — ignorant man found — ancient coin. Not knowing its value, — man gave — coin to — shop-keeper to pay for — cup of tea. — shop-keeper was about to refuse it when — second glance showed him it was of value, so he pocketed — coin.

The definite article *the* gives, however, a great deal of trouble for it has many peculiarities. Correct use of *the* comes only with constant practice but here are some hints about its use :

(i) If there is only one thing of the kind in existence *the* is usually put before it ; e.g.

The sun, the Taj Mahal, the Golden Temple, the Atmosphere. But note that nouns like Heaven, Paradise, do not take *the*.

(ii) Proper nouns that are names of countries or towns or bridges usually take no article unless they contain a preposition or an additional word describing them (such as : kingdom, states, republic). Then they normally take *the* ; e.g.

The Isle of Lanka, the United Kingdom, the United States, the Indian Republic, the Bridge of Sighs.

But note also : the Netherlands, the Hague.

(iii) Proper nouns that are names of oceans, seas, rivers, and of ships usually take *the* ; e.g.

The Atlantic Ocean, the Red Sea, the Godavari, the Queen Mary.

(iv) *The* is put before the plural names of families; e.g.

The Banerjeas, the Desais, the Guptas.

(v) When *the* is placed in front of certain adjectives, the adjectives become nouns with a plural meaning; e.g.

(a) He robs the rich to help the poor. (b) The wealthy are more to be pitied than envied.

(vi) *The* is used with suitable singular countable nouns to denote a group ; e.g.

The cat is the natural enemy of the rat (all cats — all rats).

(vii) *The* is used in front of ordinal numbers when describing the number of times something has happened ; e.g. the tenth time.

But if ordinal numbers are used in the sense of *another* then the indefinite article is used ; e.g.

He has bought himself a second car.

(viii) *The* is used in front of superlatives when the sentence expresses comparison ; e.g.

(a) That is the most interesting film I have ever seen. (b) She is the fairest of them all.

But note that when *most* is used in the sense of *very* or *extremely*, *the* is not used. Either an indefinite article is used if there is a noun ; or, if there is no noun, then no article is used ; e.g.

(a) This is most annoying. (b) He is a most annoying person.

(ix) *The* is used with comparatives to show that two things increase or decrease in the same proportion ; e.g.

(a) The sooner the better. (b) The more I think about it the less I like it.

(x) *The* is used when referring to the playing of a musical instrument ; e.g.

He plays the violin beautifully.

It is incorrect to say "He plays violin beautifully." But remember *the* is used in this respect only when the *playing* is referred to. If you refer to the instrument itself, then you can use either *the*, or *a*, *an*.

(xi) The definite article is **not** used before *next* and *last* when these qualify an expression of time and apply to a period *immediately* following or preceding ; e.g.

(a) He is going to Delhi next week. (b) I was in Poona last week.

But the definite article is used with expressions of time referring to periods again following or preceding these ; e.g.

(a) Next week he is going to Delhi, and the following week to Calcutta. (b) I was in Poona last week but the week before that I was in Bombay.

EXERCISE THREE

Rewrite the following sentences and insert articles where necessary :

(i) Sun sets in west. (ii) He is playing piano. (iii) He has very good teacher. (iv) Go and get pound of sugar from grocer. (v) Have you ever seen cobra? (vi) I am going to Darjeeling in first week of March. (vii) More I eat fatter I become. (viii) He is bravest of them all. (ix) This is third time I have told you that. (x) We dined with Mehtas last Sunday. (xi) Happy should comfort unhappy. (xii) He has bought third dog. (xiii) He is most interesting man. (xiv) Mongoose always attacks snake. (xv) Have you ever seen Kaveri? (xvi) The ship is in Indian Ocean. (xvii) He has been to United States. (xviii) He has gone to cinema. (xix) Cat is very independent animal. (xx) He has given her book as birthday present. (xxi) He has given me book that I wanted. (xxii) Pen is mightier than sword.

LESSON V

GRAMMAR AT WORK: Verbs (i)

You remember that last year you made a careful study of the ways in which verbs are used. The word *verb* comes from the Latin word *verbum* which means "word". The verb is really the central word in the

sentence. Without it, we cannot have a real sentence. You learnt that the verb may be a "doing" word or a "being" word. It expresses an action (he runs to school) or a state (he is a good boy) in relation to the subject. This it does, as you know, in various ways and in this lesson we shall revise some of the things you learnt last year and also consider some of the special difficulties that arise in the use of verbs.

The ways in which a verb expresses itself in relation to the subject fall into five main divisions:

- A. Person—indicating first, second or third person.
- B. Number—indicating singular or plural number.
- C. Tense—indicating the time of the action; present, past or future.
- D. Voice—indicating the relation of the subject to the action, whether acting or being acted upon.
- E. Mood—indicating the attitude of the subject in relation to the action; indicative, imperative or subjunctive.

Let us take them in turn.

A. Person.

Normally this is quite straightforward—the verb must agree with the subject in person.

But suppose there are two subjects of different persons such as those joined by *either...or* or *neither...nor*; e.g. "either he or I" or "neither you nor he". Then the verb agrees in person with the subject nearest to it; e.g.

(a) Either he or I am to blame. (b) Neither you nor he is mistaken.

But the sentences would read more smoothly and the problem would be avoided if they were written like this

(a) Either he is to blame, or I am. (b) You are not mistaken, nor is he.

Now suppose the subject of the verb is a relative pronoun in a subordinate clause. Here the verb must agree in person with the antecedent of the relative; e.g.

(a) If you think it is I who am guilty, you are wrong. (b) He, who is your friend, expects you to help him. (c) You, who are his friend, ought to help him.

EXERCISE ONE

Now fill in verbs in the correct person in the gaps in the following sentences :

(i) A postman — miles every day. (ii) He — in the same bedroom as his brother. (iii) You — always late. (iv) Either you or I — right. (v) Neither you nor he — there. (vi) He is a person who — not to be relied on. (vii) You who — responsible should repair the damage.

B. Number.

You know that the verb must agree with the subject in number as well as person.

But notice this. When the conjunction *and* is used to join two things in the subject the verb is normally plural; when the conjunction *or* is used the verb is normally singular. In other words, when two subjects do the same action together the verb is plural; but when they do it separately the verb is singular.

But if the two nouns joined by *and* refer to the same person then a singular verb is used, for only one person is doing the action; e.g.

His friend and helper has deserted him.

If the two nouns joined by *and* denote a single thing, then the verb is singular; e.g.

Bread and butter is good food.

Let us consider some other problems:

1. Collective nouns.

When a collective noun is thought of as a whole, it requires a singular verb; e.g.

A crowd has quickly collected.

But when the collective noun refers to a number of individuals then it takes a plural verb; e.g.

The crowd are throwing stones.

2. Proper nouns ending in *s*.

When a plural noun is a proper noun standing for some single object or collective unit, such as the name of a country or the title of a book, it takes a singular verb; e.g.

(a) The United States is a large country. (b) The *Pickwick Papers* was published in 1836.

3. Singular nouns ending in *s*.

Certain nouns look plural in form but are really singular in meaning; e.g.

wages, news, politics, mathematics.

These take a singular verb, e.g.

(a) The wages of sin is death. (b) The news has just come through. (c) Politics sometimes leads to trouble. (d) Mathematics is not an easy subject.

4. Plural noun considered as one whole.

When a plural noun denotes a particular quality or quantity considered as a whole, the verb is singular; e.g.

(a) One thousand rupees is a lot of money. (b) Twelve inches is equal to one foot. (c) Two years is quite long enough.

5. Wrong agreement.

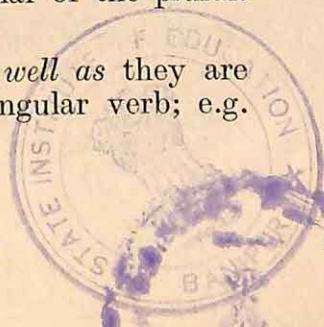
A common mistake is to make the verb agree with a noun that is not its subject, because the noun is near the verb. It is wrong to say: "The assistance of his friends were much appreciated. The subject of this sentence is not *friends* but *assistance*. The sentence should read: "The assistance of his friends was much appreciated."

Here are some more words that sometimes puzzle us about using the verb in the singular or the plural:

As well as:

If two subjects are joined by *as well as* they are considered separately and take a singular verb; e.g.

His brother, as well as his father is here.



Each:

Each means *each one* and takes a singular verb; e.g.
Each of them is ready.

Every:

Every like *each* takes a singular verb; e.g.

Everyone of them has a book.

Note that when two nouns are qualified by *each* or by *every* a singular verb is used even if the two nouns are connected by *and*. In this case, each noun is considered as a separate subject; e.g.

(a) Each boy and each girl has to bring a pencil. (b) Every man and every woman is going to vote.

Either.....or and *Neither.....nor*:

Either implies one or the other, and if both subjects are singular a singular verb is used; e.g.

Either Jyoti or Ramesh is there.

With *neither....nor* each subject is considered separately and, if both subjects are singular, then the verb is singular; e.g.

Neither Jyoti nor Ramesh was there.

But what happens if only one of the subjects is plural? Then the plural subject is placed nearest the verb and the verb is plural; e.g.

(a) Either the lion or the jackals are there. (b) Neither the chairman nor the members were interested in the proposal.

Many a:

Many a in the subject takes a singular verb; e.g.
Many a boy was proud to be there.

With:

The use of *with* means *including* or *accompanied by*, and a singular verb is used; e.g.

(a) The house with all its furniture was destroyed. (b) The mother, with her daughter, has just arrived.

EXERCISE TWO

Now fill in the gaps in the following sentences using an appropriate verb correctly either in the singular or plural :

(i) Three thousand rupees — a large sum. (ii) News of the victory — just reached the General. (iii) The car, with its occupants, — waiting outside. (iv) Neither of them — come. (v) His colleague and friend — resigned. (vi) Each of them — bought a gift. (vii) Either the dog or the cat — eaten it. (viii) Neither the horse nor the cow — in the field. (ix) The horse and carriage — waiting at the door. (x) The ship, with all its crew, — never heard of again. (xi) *Gulliver's Travels* — written by Jonathan Swift. (xii) The Committee — issued its report. (xiii) The Committee — unable to agree on a number of points. (xiv) Many a man — done this before. (xv) Many men — done this before.

C. Tenses.

You have learnt that there are three main tenses: present, past and future, and that each may be classified under a number of separate headings. *Let us revise these tenses:*

1. Present Tense.

Present Indefinite:

Remember that the purpose of the present indefinite tense is to:

(i) express an action taking place at present; e.g.
(a) I agree with you entirely. (b) I like him very much.

(ii) express a habitual or continuous action; e.g.
(a) I read German with great pleasure. (b) I receive letters every day. (c) We go to Delhi every year. (d) The sun rises in the east.

(iii) express a general truth; e.g.

(a) An apple a day keeps the doctor away. (b) Horses go very slowly uphill.

(iv) narrate a past action vividly. This is sometimes known as the *historic present*; e.g.

The Norman archer shoots and King Harold falls to the ground with an arrow in his eye.

(v) express a future action; e.g.

(a) She dines with the Banerjeas on Sunday. (b) The bus starts in five minutes.

Present Continuous:

The present continuous tense is used to:

(i) denote an action going on at the time of speaking; e.g.

(a) I am eating my breakfast. (b) It is raining hard.

(ii) denote a future action; e.g.

We are leaving for Calcutta on Tuesday.

Present Perfect:

This is used to:

(i) indicate an action just completed; e.g.

(a) I have eaten my breakfast. (b) I have finished my essay.

(ii) indicate general statements that do not give a definite time for the activity; e.g.

(a) I have lived in India nearly all my life. (b) I have never been to Europe.

(iii) indicate time up to now; e.g.

(a) I haven't seen him for three months. (b) I haven't seen him since Diwali.

Present Perfect Continuous:

This is used for an action that began in the past, continues in the present and may continue in the future; e.g.

(a) We have been studying English for three years. (b) The baby has been crying all morning.

2. Past Tense.

Past Indefinite:

This tense denotes:

(i) a recent action, now complete; e.g.

(a) I went for a walk this morning. (b) I went to Madras last week.

(ii) a past action that happened some time ago; e.g.
The war ended in 1945.

(iii) an action which used to happen in the past; e.g.
The Romans fought many battles with the Germans.

Past Continuous:

This tense is used to indicate an action going on in some past time; e.g.

I was playing in the garden when it started to rain.

Past Perfect or Pluperfect:

This tense indicates a certain action or event which took place before something else happened; e.g.

I had been in the room for about five minutes before I recognised him.

Do not confuse the use of the past perfect with that of the past indefinite. You can say: "I went to Simla last summer." You cannot say: "I had been to Simla last summer." and leave it at that. When you use the past perfect you have to add something else. You can say: "After I had been to Simla last summer I returned to Bombay."

Remember that a sentence in the past indefinite is complete in itself and settles the matter. But the use of the past perfect is related to some other event and something else must be added.

Past Perfect Continuous:

This indicates that the earlier of two actions in the past was continuous. It is used in indirect speech where direct speech uses the present perfect continuous e.g.

(a) She looked very tired because she had been working very hard the whole morning. (b) He said that he had been waiting for his friend for an hour.

3. Future Tense.

Future Indefinite:

This tense expresses a future action; e.g.

I shall catch the train from Nagpur.

Future Continuous:

This tense is used to denote an action that will be going on at some time in the future; e.g.

Prices will be rising all the time.

Future Perfect:

This tense is used to denote a certain action which will have been completed at some future period; e.g.

He will have left by the time you arrive.

Before we do some exercises, be specially careful to avoid this danger:

4. Confusion of Past Tense with Past Participle:

It is wrong to say "He has drank his tea." You must, of course, say "He has drunk his tea." You cannot say "The ship sunk." You must say "The ship sank."

Be particularly careful not to confuse the following verbs:

lie, lay, lain, lying.

(a) She is lying on the couch (present continuous). (b) He lay in bed half asleep (past indefinite). (c) I lie here, listening to the birds (present indefinite). (d) He has lain there for hours (present perfect).

lay, laid, laying:

(a) The hen is laying an egg (present continuous). (b) The hen has laid an egg (present perfect). (c) Hens lay eggs (present indefinite).

lie, lied, lying.

(a) You are lying (present continuous). (b) He lied to me (past indefinite). (c) He has lied to me (present perfect).

rise, rising, rose, risen.

(a) The kite rose high in the air (past indefinite). (b) The water is rising in the river (present continuous). (c) The water has risen by at least a foot (present perfect).

raise, raising, raised.

(a) The guard raises the standard (present indefinite). (b) I am raising my arm (present continuous). (c) I have raised his salary (present perfect). (d) I raised my hat (past indefinite).

EXERCISE THREE

Now fill in the blanks in the following sentences with the past tense or past participle of the verb indicated :

(i) He has — with us (agree). (ii) I — him at first but soon found him tiresome. (like). (iii) I have — the *Pickwick Papers* many times. (read). (iv) The sun — at 6 a.m. this morning. (rise). (v) I wish I had not —. (go). (vi) Many men have — in this battle. (fall). (vii) He was — in the arm but not seriously hurt. (shoot). (viii) We have — well. (do). (ix) I have already — my lunch. (eat). (x) Have you ever — to Darjeeling? (be). (xi) Last year you — a lot about verbs. (learn). (xii) I — a big fish yesterday. (catch). (xiii) He has — in bed for two hours. (lie). (xiv) The hen has — two eggs. (lay). (xv) He — to me and prevented me from finding out the truth. (lie). (xvi) The sea once — over these fields. (flow). (xvii) The bird has — away. (fly). (xviii) The treasure was — below the tree — stump. (hide). (xix) They were — by two goals to one. (beat). (xx) He was very easily — astray. (lead). (xxi) The dog has — him. (bite). (xxii) Have you — well? (sleep). (xxiii) He first — a beard and now he has — a moustache. (grow). (xxiv) He — this beautiful picture yesterday but the other one was — long ago. (draw). (xxv) She — several times but had no reply and now our telephone has —. (ring). (xxvi) He — the prisoner's wrists together with rope. (bind). (xxvii) He — hard to win the prize. (strove). (xxviii) They — him far and wide. (seek). (xxix) Have you ever been — by a wasp? (sting). (xxx) I have not — his face. (forget). (xxxi) Has he — the button on my shirt? (sew). (xxxii) When he awoke, his foot was —. (freeze).

5. *Sequence of tenses.*

As you know, when two sentences are joined together by a subordinating conjunction or relative pronoun one of them becomes the principal clause and the other subordinate. In the sentence "The master said that the boy had made good progress", the main clause is "the master said" and the rest of the sentence is the subordinate clause.

We have to be careful about the way we use our tenses here. In most cases, the tense of the verb in the subordinate clause is the same as that in the main clause.

A past tense in the principal clause is normally followed by a past tense in the subordinate clause; e.g.

- (a) The bus left before I arrived. (b) He saw that his watch had stopped.

But there are two exceptions to this rule. A past tense in the principal clause may be followed by a present tense in the subordinate clause when:

1. the subordinate clause expresses a universal, unchangeable truth; e.g.

- (a) Galileo discovered that the earth moves round the sun.

- (b) He maintained that honesty is the best policy.

2. the subordinate clause is introduced by *than*; e.g.

- (a) He helped him more than he helps me. (b) He saw her oftener than he sees me now.

A present or future tense in the principal clause may be followed by any tense in the subordinate clause according to the sense; e.g.

- (a) I know that she was there. (b) I know that she is there.

- (c) I know that she will be there. (d) I will see if she was there. (e) I shall see if she is there. (f) I shall find out if she will be there.

But note that when the subordinate clause denotes *purpose* usually expressed by *may*, then, if the verb in the principal clause is in the present or future, the verb in the subordinate clause is in the present; e.g.

We fight so that we may be free.

If the verb in the principal clause is in the past, however, then the past tense must also be used in the subordinate clause ; e.g.

We fought so that we might be free.

EXERCISE FOUR

Insert the correct tense of the verb in the following sentences :

- (i) He ran away because he — afraid (to be). (ii) He was very surprised when he — me there (to see). (iii) He asked me if I — to sell him something (to come). (iv) The train left before I — the station (to reach). (v) He saw that the door — closed (to be). (vi) He discovered that the world — round (to be). (vii) She gave him more money than she — me (give).

D. Voice.

Last year you learnt that we use the passive voice when we wish to emphasize the action rather than the agent. For instance, in the sentence "Someone has stolen the cakes" the verb is in the active voice. But if you wish to emphasize the stealing of the cakes you put the verb into the passive voice and say "The cakes have been stolen." There is no need to add "by some one". We often leave out the agent (i.e. the phrase with *by*).

EXERCISE FIVE

Now turn the following sentences into the passive voice :

(i) People always admire this garden. (ii) No one has opened that door for the last ten years. (iii) They fought a great battle here over a hundred years ago. (iv) People will forget it in a year or two. (v) Somebody built this house two years ago. (vi) Someone found this book behind the clock. (vii) We shall discuss this matter at the next meeting. (viii) Somebody has done all the work. (ix) Somebody has thrown the box down the well.

But what do we do when the verb in the active voice takes two objects, a direct and an indirect? For instance this sentence in the active voice, "Someone gave him a present" may in the passive voice become either, "A present was given to him" or "He was given a present."

If we wish to stress that a *present* was given to him, we use the first sentence with the impersonal subject; but if the fact that *he* was given a present is to be emphasized, then we use the second sentence with the personal subject. It depends therefore on what we wish to emphasize.

EXERCISE SIX

Put the following sentences into the passive voice with the personal subject and then with the impersonal subject:

(i) They gave her a new bicycle. (ii) They promised us more money. (iii) The teacher is giving the children a French

lesson. (iv) The official handed him a passport. (v) They offered him a job at the bank. (vi) Somebody gave her a book for her birthday. (vii) They told me the news this morning. (viii) They showed me a lovely picture.

Be careful not to leave out prepositions from the verbs requiring them; e.g.

"They looked *after* you well," becomes in the passive, "You were well looked *after*."

EXERCISE SEVEN

Now put the following sentences into the passive voice:

- (i) Everyone stared at him. (ii) They looked for the dog the whole day. (iii) He pointed out the Taj Mahal in the distance. (iv) They laughed at him for his trouble.

EXERCISE EIGHT

Put the following sentences into the active voice:

- (i) Milk is brought to the door twice a day by the milkman. (ii) The seeds were sown by the gardener a week ago. (iii) The dress has been sewn very neatly by the little girl. (iv) Wells are being dug and a school is being built in our village. (v) Has the meeting been fixed for Saturday? (vi) The meeting had been arranged for Friday but now it has been postponed indefinitely by the organizers.

E. Mood.

As you know there are three moods in English: indicative, imperative and subjunctive.

Indicative:

This mood is used:

- (i) to make a statement of fact; e.g.

I write to my mother every week.

- (ii) to ask a question; e.g.

Who wrote that letter?

- (iii) to express a supposition which may be assumed to be a fact; e.g.

(a) If he *is* to blame, then he must be punished. (b) If he *wants* to come, then we must let him. (c) If it *rains*, then we shall not be able to go.

Here the indicative is used rather than the subjunctive, for in each case the supposition is extremely likely to prove true.

Imperative.

This mood is used to express:

(i) a command; e.g.

(a) Stay here. (b) Keep still. (c) Do not move. (d) Do not go.

(ii) an appeal; e.g.

(a) Try to win the game. (b) Have a heart and grant us this favour. (c) Do not trouble to come.

Note that in the negative you must use *do not*. You cannot say in English *go not* or *move not*!

For a polite request, the sentence should begin or end with *please*; e.g.

(a) Please open the door. (b) Open the door, please.

EXERCISE NINE

Put the following into the imperative mood. Imagine you are telling someone to: (i) open his book; (ii) put some paper in the wastepaper basket; (iii) go and stand in the corner; (iv) meet you after school; (v) comb her hair.

Subjunctive.

This mood is used to express:

(i) a wish; e.g.

I wish I were a king.

(ii) a condition or supposition *contrary to fact*; e.g.

(a) If I were you, I should stay at home. (b) If he were here, this would never happen. (c) Had I seen him, I would have told you.

Sometimes it is not clear when to use *were* and when to use *was* after the first or third person singular in the clause that follows *if*. The rule is that, if the clause that follows *if* refers either to the present or to the future, then *were* must be used; e.g.

(a) If Santosh were here now.....(refers to present).

(b) If ever I were to win a prize.....(refers to future).

But if the clause that follows *if* refers to the past, then *was* must be used; e.g.

(a) If Vasant *was* at the cinema last night, he probably saw you. (b) If I really *was* away at that time, I am sorry.

EXERCISE TEN

Now put in **were** or **was** correctly in the following sentences:

- (i) If Vimal — with us today, such a thing would never happen.
(ii) If Devidas — on the train yesterday, I did not see him.
(iii) If ever I — to become king, I would rule well. (iv) If I — to visit Europe, I would first go to Paris. (v) If he — at home, he did not answer the door.

LESSON VI

GRAMMAR AT WORK: Verbs (ii)

1. Special Difficulties.

Now let us consider some special words that sometimes give us difficulty when using verbs and see how we can solve these problems.

A. *Shall* and *will*

Difficulties are often experienced in the use of *shall* and *will*. Remember that *when expressing the simple future shall* is used with the verb in the first person, *will* in the second or third person; e.g.

- (a) I shall go to Madras next week. (b) We shall go to Delhi tomorrow. (c) You will go there next week. (d) He will go there tomorrow. (e) They will go today.

But the forms *I will*, *we will*, *you shall*, *he shall* or *they shall* are more emphatic. They express not only future tense but also imply a promise, or a command, or a threat, or an assurance or determination; e.g.

- (a) I will pay you tomorrow (promise). (b) We will work harder (promise.) (c) Something shall be done (determination). (d) You shall be paid (assurance). (e) You shall go! (command) (f) You shall be punished (threat).

EXERCISE ONE

Fill in the blanks with **shall** or **will** in the following sentences:

- (i) — you please read that sentence again? (ii) Under no circumstances — I go there. (iii) If we do not hurry we — be late. (iv) I — go to Darjeeling on Wednesday. (v) You — be fifteen years old tomorrow. (vi) They — go away, otherwise there — be trouble. (vii) I expect we — get a letter from him soon. (viii) He is afraid that he — be too late. (ix) You — go, whether you want to or not!

B. *Should* and *would*.

Should is used for the first person and *would* for the second or third person in:

(i) conditional clauses; e.g.

- (a) If Jyoti were here, I should be very glad. (b) If Ramesh had not been there, I should have been sad. (c) If Devidas had come, Santosh would have been happy. (d) If Kiran were here, you would be sorry.

(ii) reported speech and thought; e.g.

- (a) I told him I should leave today. (b) We thought that we should not arrive in time. (c) He said that you would be there. (d) They thought he would not be able to come.

(iii) expressing a wish or inclination, used with *like to*; e.g.

- (a) I should like to ask if I may leave. (b) You would like to go now, wouldn't you? (c) He would like to go out now. (d) We should have liked to remain here. (e) He would have liked to stay.

Note: If, however, *should* is used in the sense of *ought to* then it is used for all three persons; e.g.

- (a) I told him he should leave immediately. (b) I thought you should have had the prize.

If *would* expresses the idea of *intention* or *determination* then *would* is used for all three persons; e.g.

- (a) I said that I would lend you the money. (b) You told me you would bring it today.

Special uses of should and would.

Should.

Remember that *should* is used:

(i) in *all* persons when it means *ought to* i.e. expresses duty or obligation; e.g.

(a) You should have gone to see the Taj Mahal. (b) We should not have done that.

(ii) in subordinate clauses of purpose, clauses introduced by *so that*, *in order that*, *lest*; e.g.

(a) He ran away lest he should be caught. (b) I filled up the tank so that I should not be short of water. (c) He closed the windows in order that he should not be seen.

Would.

Remember that *would* is used in *all* persons:

(i) to express past insistence or past persistence; e.g.

(a) He would go out in spite of the terrible weather. (b) They would keep on interrupting so they were put out of the room. (c) You would not do it and so now you must suffer. (d) I would not undertake the work on those terms. (e) The rain would not stop, so we went out in spite of it.

(ii) to express past habitual action; e.g.

(a) He would always fall asleep on Sunday afternoons. (b) Every morning she would go to the park to feed the pigeons.

(iii) to express a polite offer or request; e.g.

(a) Would you like a cup of tea? (b) Would he like to come, too? (c) Would you open the door, please? (d) Would you help to carry this, please?

EXERCISE TWO

*Fill in the blanks with **should** or **would** in the following sentences:*

(i) You — go without delay. (ii) — you like to come with me to the cinema? (iii) He — not hurry so we left him behind. (iv) You — be ashamed of yourself. (v) The wind — not stop blowing and much damage was done. (vi) He moved behind the fence so that he — have a better view. (vii) He ducked lest he — be hit. (viii) He told me he — not leave his work unfinished. (ix) You — have had an increase of salary long ago. (x) I was told that you — be here. (xi) If you had come, he — have been very surprised. (xii) They said they — be here before nine o'clock. (xiii) I — like to know how many times you have been there. (xiv) He — like to know what you are doing here. (xv) You — always be polite. (xvi) If you — find my book, — you please let me know?

C. *May* and *might*.

May.

Remember that *may* expresses:

(i) possibility; e.g.

(a) I think we had better take an umbrella as it may rain.

(b) They may have arrived home now.

(ii) permission; e.g.

You may borrow my pen.

Might.

Remember that *might* expresses:

(i) a smaller degree of possibility than that expressed by *may*; e.g.

(a) It might rain but I do not think I will bother to take an umbrella. (b) You might pass the examination but I do not think you will. (c) He might have sent the letter but I doubt it.

(ii) the past form of *may* in reported speech; e.g. He said, "I may come." He said that he might come.

(iii) a protest or reproof; e.g.

(a) You might try to behave a little better. (b) You might have let me know you would be late.

EXERCISE THREE

Fill in the blanks in the following sentences with **may** or **might**:

- (i) I cannot get any reply, they — have gone out. (ii) He — borrow my bicycle, if he wishes. (iii) It is so cold that it — snow. (iv) It — be a warm day; but at this time of the year it is more likely to be cold. (v) We — get there in three days but I doubt it. (vi) They said that they — come but they were not certain. (vii) He — have told me that he would not be able to come. (viii) I — go to Delhi next week.

2. Mistakes To Avoid

Now let us consider some common errors which we have to avoid.

A. Misuse of auxiliaries.

Remember that an auxiliary verb can only serve two principal verbs if the form of the verb allows it.

It is incorrect to write: "Four men have resigned and two appointed." The sentence should read: "Four men have resigned and two have been appointed." But you can say: "Four men have resigned and two retired."

Two auxiliaries may be used with the principal verb provided the form of the verb allows it. It is incorrect to say: "People cannot and never have lived at a height of thirty thousand feet." You must say: "People cannot live, and never have lived, at a height of thirty thousand feet."

B. Unrelated participle.

Remember that the participle used alone must be related to a noun or pronoun. It is incorrect to say: "Turning the corner, the castle could be seen", because the castle did not turn the corner. Therefore the sentence should read: "Turning the corner we saw the castle." It is incorrect to say: "Sitting at the window the procession could be seen", because the procession was not sitting at the window. The sentence should read: "Sitting at the window, he could see the procession."

This mistake will arise if you use only one subject when two are necessary; e.g.

Being a hot day, Ramesh took his jacket off.

This is quite incorrect. The sentence has only one subject but two verbs are involved, the principal verb *took* and the participle *being*. Therefore, as the sentence stands, Ramesh is the subject of *being* and the meaning is that Ramesh himself is a hot day! To be correct the sentence could read: "It was a hot day, so Ramesh took his jacket off." Or you could say, "The day being very hot, Ramesh took his jacket off."

C. Wrong qualification of gerund.

As you know, the *-ing* form of the verb, when used as a noun, is a gerund. When a gerund is qualified, remember that the qualifying word must be in the

possessive case. It is incorrect to say: "The old lady did not like the children shouting." Perhaps she liked the children; it was only their shouting she did not like. So we should say: "The old lady did not like the children's shouting." It is incorrect to say: "Do you object to me whistling?" You should say: "Do you object to my whistling?"

EXERCISE ONE

The following sentences are incorrect. Write them out again correctly:

(i) Being a rainy day, I wore my new raincoat. (ii) Few people ever have or ever will visit the South Pole. (iii) I have never heard of him being away from school. (iv) Ten students have been promoted and five failed. (v) Walking in the garden a wasp stung him. (vi) Do you object to me smoking? (vii) Entering the room, my friend was already there. (viii) Eleven of the pencils have been found and nine still missing.

LESSON VII

GRAMMAR AT WORK : Adverbs

Last year you made a thorough study of adverbs. Revise the different kinds of adverbs from your second grammar book and then answer the following questions.

EXERCISE ONE

Give five examples at least of adverbs and adverbial phrases of manner, of time and of place. Then give five examples of adverbs of degree and of adverbs of frequency.

Adverbs are used with verbs as adjectives are used with nouns; e.g.

(a) He gave a polite answer. (b) He answered politely.

Note that after verbs of perception we often use an *adjective*, if it expresses some quality of the subject. In such cases, the verb can be replaced by some part of the verb "to be"; e.g.

(a) The mango tastes sour. (b) The music sounds strange.

EXERCISE TWO

Write the following sentences again, using adverbs with verbs instead of adjectives with nouns. Sometimes you may need an adjective with a verb of perception :

(i) He is a slow but steady worker. (ii) He talked in an excited voice. (iii) There was a complete failure of electricity. (iv) He is a fast runner. (v) She is a hard worker. (vi) This flower has a sweet smell. (vii) This bird has a sweet song. (viii) A neem leaf has a bitter taste. (ix) This instrument has a harsh sound. (x) He used harsh words. (xi) He does good work. (xii) We must make an early start.

Adverbs modify verbs, adjectives or other adverbs. Adverbs of degree usually modify adjectives and other adverbs and are placed before the words they modify; e.g.

(a) He is *quite* quiet. (b) He is walking *rather* slowly. (c) I am *very* tired. (d) I am *too* tired to go out.

too and *very*

Note that the adverbs of degree, *very* and *too*, are **not** interchangeable; the use of *too* instead of *very* is a common mistake made by Indian students. We use *too* only when we mean "more than it should be"; e.g.

(a) I want a long overcoat, a *very* long one. But this overcoat is *too* long for me ; it trails on the ground.

EXERCISE THREE

Use *too* or *very* in the following sentences :

(i) It is — hot to go out. (ii) The Mediterranean region is — fertile. (iii) He is — ill. (iv) He is — ill to sit up. (x) She is a — old lady. (vi) He is not — old, but he is considered — old to play in test matches.

Only

As far as possible, an adverb should come next to the word it modifies. This is particularly important with the adverb *only*. In the following sentences, notice how the meaning is changed by varying the position of the adverb *only*.

(a) Only Shanta wanted to see me. (b) Shanta only wanted to see me. (c) Shanta wanted only to see me. (d) Shanta wanted to see only me.

EXERCISE FOUR

In the sentence "I drink milk" insert *only* so as to give the following different meanings :

(i) No one else in the family drinks milk. (ii) I do not eat things made of milk — curds or pudding or ice cream. (iii) I do not drink tea or lemonade or anything else except milk.

EXERCISE FIVE

In the sentence "He has seen the blue poppy in the Himalayas" insert *only* so as to give the following different meanings.

(i) No one else has seen the blue poppy. (ii) He has not brought the plant back. (iii) He has not seen any other kind of poppy in the Himalayas. (iv) He has not seen the blue poppy anywhere else.

The Position of Adverbs.

It is important to place the adverb in the correct position in a sentence. You learnt last year that the adverb or adverbial phrase comes after an intransitive verb or after the object of a transitive verb; e.g.

(a) He talks loudly. (b) He has hurt himself badly.

Position of Adverbs of Degree.

Adverbs that modify an adjective or another adverb (usually adverbs of degree) are placed just before the word they modify; e.g.

(a) He talks very loudly. (b) He has hurt himself extremely badly. (c) I shall certainly go.

Position of Adverbs of Frequency.

A group of very common adverbs is placed immediately in front of the **principal** verb of the sentence; e.g.

(a) I often go to the Zoo. (b) I have never seen a polar bear.

These adverbs come *after* the verb "to be"; e.g.

(a) You are often late. (b) You are never to come late again.

This group of adverbs consists mostly of adverbs of frequency, i.e. adverbs that answer the question "How often?" The most important adverbs of this type are: often, sometimes, always, never, generally, usually, just, seldom, ever, hardly ever, frequently.

Other common adverbs in this position are: almost, already, nearly, hardly, scarcely, soon (*soon* can occupy a number of positions).

EXERCISE SIX

In the following sentences insert the adverb in brackets in the correct position :

- (i) We go to the seaside (often). (ii) We go by bus (usually). (iii) English children have seen coconuts but they have seen the coconut palm (often, seldom). (iv) We caught the train (just). (v) You have missed the train (just). (vi) I take milk and sugar in my tea (generally). (vii) The porter could carry the heavy trunk (hardly). (viii) Have you climbed a palm tree? (ever) (ix) He has finished his homework (already). (x) I have finished mine (almost). (xi) I can't understand this lesson (quite). (xii) The buses are full at this time of the day (usually).

EXERCISE SEVEN

In the following sentences insert the adverb in brackets in the correct position :

- (i) The water has been rising in the river (steadily). (ii) She looked at the great waves (anxiously). (iii) We always use ground coffee (freshly). (iv) It is hot (extremely). (v) He will come by ten o'clock (probably). (vi) She speaks English (well). (vii) He has been deaf since his childhood (totally). (viii) The snow came down in the night (softly). (ix) That is not my pen (certainly). (x) I took the longer way (purposely). (xi) He answered the angry man (good-humouredly). (xii) He drank a lot of water before the race (foolishly).

When there are several adverbs or adverbial phrases of different kinds, the usual order is: manner, place, time; e.g.

He spoke very well in the Assembly last evening.

After verbs of *movement*, however, the adverbial of place comes immediately after the verb; e.g.

- (a) I went to school by bus in the morning. (b) I came home by train in the evening.

An adverbial phrase of time may be placed at the *beginning* of a sentence for emphasis, or for contrast. This is a convenient position when there are several adverbials; e.g.

(a) In the morning I went to school by bus ; in the evening I came home by train. (b) Early in the morning we set out for the long tramp to the site of the camp ; at noon we stopped for a rest.

More definite and particular expressions of time and place usually come before those that are more general; e.g.

(a) He was born at four o'clock in the morning on New Year's Day in the year 1901. (b) We spent the holidays in a cottage by the seaside.

EXERCISE EIGHT

In the following sentences, insert the adverbials in brackets in the correct places:

(i) We saw the film (last week) (at school). (ii) Shall we go (tonight) (to the concert) ? (iii) You had better be (there) (in time). (iv) You must return the books (by the end of the week) (to the library). (v) Akbar was born (on the Indus) (at Umarkot). (vi) He came (to school) (this morning) (late). (vii) The boys were working (in the garden) (hard) (all the afternoon).

LESSON VIII

GRAMMAR AT WORK : Prepositions

When we are learning a foreign language we probably make more mistakes over prepositions than over anything else.

There are no special rules for prepositions. The correct use is something that can only be acquired by practice. So when you read English notice how the prepositions are used and always try to use them correctly when you write.

EXERCISE ONE

Now insert the correct prepositions in the following sentences:

- (i) He fell — the water. (ii) He covered his head — the sheet.
(iii) He drove his car — the bridge. (iv) The train went — the tunnel.
(v) He kicked the ball — the goal. (vi) He hit the nail — the head.
(vii) The man sat — his two guests. (viii) He crawled — the table.
(ix) I go — school. (x) Come — the garden. (xi) *Hamlet* was written — Shakespeare.
(xii) I stayed — home. (xiii) We arrived — Bombay — 5 a.m.

We must be careful to distinguish a preposition from an adverb. Sometimes the same word can be used either as an adverb or as a preposition. For example, in the sentence "He stood up" the word *up* is an adverb describing the verb *stood*. But in the sentence "He climbed up the ladder", the word *up* is a preposition showing the relation between "he climbed" and "the ladder". Remember that the task of an adverb is usually to describe a verb but that a preposition has to show the relation between two things. A preposition is a *carrying-over* word.

EXERCISE TWO

Now read the following sentences and state whether the words underlined are prepositions or adverbs:

- (i) He sat down. (ii) He ran down the street. (iii) He fell over.
(iv) He jumped over the wall. (v) I have seen that film before.
(vi) Santosh saw the book before Jyoti. (vii) He swung the rope round and round. (viii) He started walking round the room.
(ix) He has just gone in. (x) The dog is in his basket.

Sometimes a preposition may be used at the end of a sentence, provided this does not sound awkward. A schoolboy once wrote "You should never use a preposition to end a sentence with."

Provided the sentence reads smoothly there is no harm in having a preposition at the end. There is a famous story about George Bernard Shaw who once wrote an epitaph for the gravestone of one of his servants. The epitaph ended with the words: "and enabled him to do the work he was fitted for." The stonemason engaged to cut

the words on the gravestone criticised this wording and wrote to Shaw suggesting it should read: "and enabled him to do the work for which he was fitted." Shaw immediately replied "Stick to my text!" He went on to explain that his version was best because it read smoothly.

It is therefore often idiomatic in English to place the preposition later and to omit the relative pronoun. This often adds greatly to smoothness and flexibility. It is much better to say, for example, "This is the kind of rudeness I will not put up with" than to say, "This is the kind of rudeness with which I will not put up."

There are some verbs where the preposition governs the meaning of the verb. For example, there is the verb *look*. You can say, *look for*, *look after*, *look at*, *look out*, and in each case, because the preposition is different, the verb has a different meaning.

Prepositions may also combine with a verbal noun or gerund to form an adverb phrase. Such combinations usually appear at the beginning of a sentence; e.g.

On hearing the good news he jumped for joy

EXERCISE THREE

Now fill in the prepositions in the following sentences:

(i) — his arrival, they locked all the money — the safe. (ii) — his departure, they took the money — the safe again. (iii) He ran away — the money. (iv) The women and children were not able to survive — such conditions. (v) His aim was to free the country — tyranny. (vi) I was leaning — a lamp-post — the corner of the street. (vii) Who will pay — all this damage? (viii) You should never laugh — children but you can laugh — them.

There are so many prepositions that it would be confusing to make a long list of them all. The common ones, such as *about*, *above*, *at*, *by*, *for*, *from*, *inside*, *over*, consist of one word. Compound prepositions (sometimes called a phrase preposition) consist of two or three words; e.g. *instead of*, *according to*, *on*

account of, because of, by means of, in spite of, for the sake of.

A. Let us put prepositions into groups according to their special uses. If they are classified in this way, it will be easier to remember them. Naturally a preposition such as *by* or *at*, may be used in several ways and can therefore come under several different headings. Broadly speaking, we may classify prepositions by asking the following questions : Where ? Where to ? How ? When ? Why ? This gives us prepositions used to indicate place, movement, manner, time and purpose. Let us take these five groups in turn.

Prepositions used to indicate place : These prepositions show the relation between something which is not moving and where it is situated. Here are some examples :

<i>Above.</i>	The picture is above the door.
<i>At.</i>	He stood at the gate.
<i>Among.</i>	She lay down among the poppies.
<i>Behind.</i>	He sat behind his friend.
<i>Beside.</i>	She sat beside her husband.
<i>Between.</i>	The house is situated between two others.
<i>By.</i>	He sat by his friend's bed.
<i>In.</i>	The dog sat in his basket.
<i>Off.</i>	The island lies off the coast.
<i>On.</i>	The box was on the table.
<i>Under.</i>	The book is under the chair.

Prepositions used to indicate Movement : Under this heading we include prepositions which show the relation between something which is moving and something else. Here are some examples of prepositions indicating movement, direction or action.

<i>About.</i>	He walked about the room.
<i>Above.</i>	The aeroplane flew above the clouds.
<i>Across.</i>	He ran across the road.
<i>After.</i>	The dog ran after the ball.

<i>Against.</i>	The bull butted its head against the gate.
<i>From.</i>	He has arrived from Bombay.
<i>Into.</i>	I took the chair into the room.
<i>Inside.</i>	The animal struggled inside the net.
<i>Off.</i>	He jumped off the fence.
<i>Out of.</i>	The lion climbed out of the pit.
<i>Over.</i>	He hit the ball over the boundary.
<i>Through.</i>	He hurried through the wood.
<i>To.</i>	He has been to Delhi.
<i>Under.</i>	He swam under the bridge.

Prepositions used to indicate manner : These are used in a sentence which describes something or how something happened. For instance, in the sentence "We won the game by seven runs," we may ask, "How did we win the game?" and the answer is "by seven runs". Here are some more examples :

<i>By.</i>	He was bitten by a snake.
<i>By means of.</i>	The mill is driven by means of water power.
<i>In.</i>	The dog is blind in one eye.
<i>With.</i>	He cut the bread with a knife.
<i>Without.</i>	He repaired the bicycle without any tools.

Prepositions used to indicate time : Under this heading we have prepositions used in a sentence where a particular time, or period of time is mentioned. Here are some examples :

<i>At.</i>	He arrived home at three o'clock.
<i>After.</i>	He left the house after nine o'clock.
<i>By.</i>	We reached school by nine.
<i>During.</i>	Are you going to Darjeeling during the vacation ?
<i>From.</i>	I shall be there from the end of May.
<i>In.</i>	I shall be there in three minutes.

Prepositions used to indicate purpose : These occur in sentences where a reason is given for something that

has happened, or where something is done for a special reason. For example :

Because of. Because of the storm he arrived home late.

For the sake of. He stayed at home for the sake of his wife.

According to. According to the regulations he sent in his application that week.

These lists are not, of course, meant to be exhaustive but they show the different varieties of prepositions and their uses. Now try the following exercises :

EXERCISE FOUR

The prepositions in italics in the following sentences are incorrect. Rewrite the sentences using correct prepositions:

(i) He fell *inside* the water. (ii) The film begins *from* eight o'clock. (iii) He wants to dispose *off* his bicycle. (iv) I saw it *on* the newspaper. (v) *In* the way I met a military procession. (vi) He will die *with* shame. (vii) *Since* a long time I have lived in Bombay. (viii) We sat *under* the shade of a mango tree. (ix) The story originates *from* an old legend. (x) An umbrella is a protection *of* rain.

EXERCISE FIVE

Fill in suitable prepositions in these sentences:

(i) We expect to travel — Paris — the spring. (ii) I have no money to spend — books. (iii) — the whole this book is better than that one. (iv) We had to put up — much inconvenience. (v) I have nothing to eat my soup — (vi) What are you laughing —? (vii) He was always kind — animals. (viii) I do not like being ordered — (ix) The ship has sailed — sight.

B. Words followed by prepositions.

Not only do certain verbs take special prepositions but also certain nouns, adjectives and participles. Here are some examples.

Adjectives.

(a) He is very fond *of* sweets. (b) Banaras is famous *for* its silks. (c) He was very kind *to* everyone. (d) This paper is liable to tear quickly. (e) The man is completely ignorant *of* the arts. (f) He was never tolerant *of* competitors. (g) His novels are remarkable *for* their construction. (h) He is very different *from* his brother.

Nouns.

(a) He was more than a match *for* his enemy. (b) He had great anxiety *for* his brother's health. (c) He gave an apology *for* his misconduct. (d) I have had no acquaintance *with* him. (e) We have no alternative *to* this method. (f) He is a disgrace *to* his family. (g) His escape *from* prison has only just been discovered. (h) No one can be granted exemption *from* this duty. (i) There was great opposition *to* the new law.

Participles.

(a) The river is teeming *with* fish. (b) The country was divided *into* three parts. (c) He was endowed *with* exceptional gifts. (d) He was associated *with* him for many years. (e) They were hardened *to* a rough life. (f) She was related *to* him. (g) It was judged *by* its results. (h) He was completely absorbed *in* his work.

Verbs.

(a) His father prevented him *from* going to Delhi. (b) He subsists *on* the cheapest possible food. (c) Such behaviour always leads *to* trouble. (d) He confined his activities *to* his own country. (e) He derived his income *from* his estates. (f) He profited *by* the disagreement of his enemies. (g) They readily adapted themselves *to* the climate. (h) I beg to differ *from* you. (i) It originated *in* India. (j) At last they emerged *from* the tunnel.

Now let us do some exercises:

EXERCISE ONE

The prepositions that follow most adjectives are *to*, *of*, *in*, *for* and *with*. The lists given below are not, of course, meant to be complete. Try to think of other words you can add.

(1) Here are some adjectives that take *to* after them. Use them in sentences:

acceptable, agreeable, applicable, appropriate, comparable, contrary, deaf, disastrous, equal, essential, faithful, fatal, foreign, hostile, incidental, indifferent, indispensable, indulgent, favourable, liable, loyal, necessary, opposite, painful, profitable, true.

(2) Here are some adjectives that take *of* after them. Use them in sentences:

afraid, aware, confident, full, envious, fond, guilty, ignorant, innocent, negligent, proud, sick, sure, suspicious, weary, worthy.

(3) These adjectives take *in* after them. *Use them in sentences:*

accurate, backward, correct, defective, deficient, diligent, fertile, honest, proficient, temperate.

(4) These adjectives take *for* after them. *Use them in sentences:*
anxious, eager, eligible, good, grateful, ready, sorry, useful.

(5) These adjectives take *with* after them. *Use them in sentences:*

busy, consistent, conversant, popular, replete.

EXERCISE TWO

The prepositions that follow most nouns are *to*, *for*, *of*, *with* *from*. *To* and *from* are used more than the others. Can you think of any other nouns to add to the lists given below?

(1) Here are some nouns that take the preposition *to* after them. *Use them in sentences:*

alternative, approach, attachment, attention, disgrace, exception, indifference, invitation, limit, menace, obedience, objection, opposition, reference, resemblance, traitor.

(2) These nouns take the preposition *for* after them. *Use them in sentences:*

affection, anxiety, apology, appetite, blame, contempt, desire, fitness, leisure, match, need, opportunity, passion, pity, reputation.

(3) These nouns take the preposition *of* after them. *Use them in sentences:*

assurance, charge, distrust, doubt, experience, proof, result.

(4) These nouns take the preposition *with* after them. *Use them in sentences:*

acquaintance, alliance, comparison, enmity, relationship.

(5) These nouns take the preposition *from* after them. *Use them in sentences:*

deliverance, descent, escape, exemption.

EXERCISE THREE

The prepositions that follow participles are the same as those for adjectives, *to*, *with*, *of*, *in*, *for*. *To* and *with* are, however, used more often than the other prepositions. See if you can add any participles to these lists.

(1) *Use in sentences the following participles which take **to** after them :*

accustomed, condemned, devoted, entitled, exposed, inclined, limited, obliged, pledged, reduced, related, restricted, suited.

(2) *Use in sentences the following participles which take **with** after them :*

acquainted, contrasted, delighted, disgusted, infected, satisfied.

(3) *Use in sentences the following participles which take **in** after them :*

absorbed, experienced, foiled, interested, involved.

(4) *Use in sentences the following participles which take **of** after them.*

accused, acquitted, assured, composed, convicted, deprived,

(5) *Use in sentences the following participles which take the preposition **for** after them :*

celebrated, designed, destined, prepared, qualified.

EXERCISE FOUR

The prepositions that follow verbs are *to, from, with, of, for, on and in*. Here are some lists, see if you can add to them,

(1) These verbs take the preposition *to* after them. *Use them in sentences:*

adapt, adhere, allude, attend, attribute, belong, conform, consent, contribute, listen, object, prefer, submit, surrender, yield.

(2) *Use these verbs in sentences with the preposition **from**:*

alight, derive, desist, differ, digress, emerge, escape, exclude, prevent, protect, recover.

(3) *Use these verbs in sentences with the preposition **with**:*

coincide, comply, disagree, dispense, fill, grapple, quarrel, sympathize.

(4) *Use these verbs in sentences with the preposition **of**:*

beware, boast, complain, despair, disapprove, dispose, taste.

(5) *Use these verbs in sentences with the preposition **for**:*

care, feel, hope, mourn, pine, start, wish.

(6) *Use these verbs in sentences with the preposition **on**:*

comment, decide, depend, dwell, impose, insist, resolve.

(7) *Use these verbs in sentences with the preposition **in**:*

delight, excel, fail, increase, indulge, involve, persevere.

We have also to remember that sometimes a word takes a certain preposition after it in one context but may take a different preposition in another context; e.g.

(a) We have to accommodate ourselves *to* our circumstances.

(b) Perhaps my friend will accommodate me *with* a loan. (c)

I am anxious *about* my brother's health. (d) He is anxious to succeed. (In this sense *anxious* is followed by the infinitive.)

He is anxious *for* success.

EXERCISE FIVE

Now fill up the blanks in the following sentences with appropriate prepositions:

(i) He has no cause — complaint. The rain was the cause — his lateness. (ii) I parted — my friends at 3 o'clock. With reluctance, I parted — my dog to a stranger. (iii) He agreed — me. The committee agreed — the new proposal. The members could not agree — themselves. (iv) He is very free — his money. He was ill but is now free — danger. (v) The firm deals — Indian products only. Our company deals — several foreign companies.

LESSON IX

ANALYSIS: The Simple Sentence

A. You have learnt that sentences may be simple, complex or compound.

EXERCISE ONE

Read the sentences given below and do the following exercises:

(i) The great big dog guided the old blind beggar slowly and carefully along the road. (ii) Running along the path he could hear the animal breathing behind him. (iii) A city built on a hill cannot be hidden. (iv) Can a leopard change his spots? (v) Run! (vi) Did you finish your homework last night? (vii) What a happy band of brothers we were! (viii) How gaily we passed our days! (ix) Columbus, discoverer of a new continent, died an unhappy man. (x) All round the palace grew a thick thorny hedge, hiding it from the sight of all. (xi) The empire founded by Babar and his successors in the sixteenth century was one of the most splendid and extensive in the world. (xii) The beauty and splendour of the buildings erected by the rulers of India amazed visitors coming from

distant lands. (xiii) Fast by the royal standard O'erlooking all the war, Lars Porsena of Clusium Sat in his ivory car. (xiv) Meanwhile the Tuscan army, Right glorious to behold, Came flashing back the noonday light, Rank behind rank, like surges bright Of a broad sea of gold.

(1) Prove that each of them is a simple sentence (i.e. it has only one finite verb).

(2) Analyse each sentence in the form that you learnt last year, breaking it up as under:

S U B J E C T		P R E D I C A T E				
Subject	Enlargement of Subject	Verb	Comple- ment	Object	Enlargement of Object	Extension of Verb

(3) The usual pattern is subject — verb — object — extension. Where any sentence diverges from this pattern, point out the reasons for the divergence (the divergence may be due to the imperative, interrogative or exclamatory forms; or it may be due to the need for emphasis or balance).

(4) Find the non-finite verbs, if any, in each sentence and state what work they do.

B. The Nominative Absolute and the Participle Phrase.

In some of the sentences in the previous section you found phrases that began with non-finite verbs; participles or infinitives. We saw that the non-finite verbs had no subjects. There is another type of phrase containing a participle. *Study these examples:*

(a) The tiger, *being dead*, could do no harm. (b) *The tiger being dead*, everybody came to look at it.

In both the sentences the part in italics is a phrase with a participle. But the two phrases are very different. In (a) *being dead* is a participle phrase, related to "the tiger", which is the subject of the finite verb. In (b) the phrase *the tiger being dead*, has a subject of its own, "the tiger".

Let us expand the two phrases into clauses:

(a) The tiger, *which was dead*, could do no harm (adjective clause). (b) *As the tiger was dead*, everybody came to look at it (adverb clause).

Expressions of the second type consist of a noun (or pronoun) and a participle, and perform the function of an adverb clause. The noun (or pronoun) acts as the subject of a *non-finite* verb. But there is no agreement in number or person between such a subject and its verb, since the form of the participle is always the same. This subject is, therefore, different from the subject of a finite verb. Its case is called **nominative absolute**. It is *absolute* or uncontrolled, because the subject and its verb are free from the usual rule of agreement in number and person.

A common nominative absolute phrase is, "all being well" meaning "if all goes well"; e.g.

- (a) All being well, we shall return next week. (b) I hope to finish it tomorrow, all being well.

EXERCISE TWO

In the following pairs of sentences, distinguish between the nominative absolute and the participle phrase. In the former, point out the subject of the participle; in the latter, the noun to which the participle is related:

- (1) (a) Rain having fallen throughout the night, we had to put off our picnic. (b) The rain, falling throughout the night, made the ground very muddy.
- (2) (a) Leaving us outside the forest, the guide returned home. (b) The guide having left us, we lost our way again.
- (3) (a) Seeing a light in the distance, we made our way to it. (b) A light appearing in the distance, we made our way to it.
- (4) (a) The work being finished, we went home. (b) Having finished his work, he went home.

LESSON X

ANALYSIS : The Complex Sentence : (i) Adjective Clauses

You have learnt that a complex sentence consists of a principal or main clause and one or more subordinate

clauses. These subordinate clauses may do the work of adjectives, adverbs or nouns and are termed accordingly adjectival, adverbial and noun clauses. A subordinate clause is dependent on and connected with some word in the principal (or some other) clause.

A. Adjective clauses.

When the subordinate clause is an adjectival clause, the connection is made most commonly by a relative pronoun which relates or points back to an antecedent in the main (or some other) clause.

EXERCISE ONE

Find the adjective clauses in the following sentence:

That is the dog that bit the policeman whom we saw trying to disperse a crowd of people that had collected to watch a fight which had been started by a drunken man.

EXERCISE TWO

*Explain why the clauses in italics are adjective clauses, and form five other sentences as examples of **where, when, why, as** and **but** when these introduce adjective clauses. Note that *where, when, why* are in this use, relative adverbs: *as* acts as a relative pronoun after "the same" and "such", and *but* is a relative pronoun in this construction.*

(i) That is the place *where the battle was fought.* (ii) This is the month *when the Gul Mohur trees flower.* (iii) The reason *why he did not come* is not known. (iv) He was given the same payment *as you were.* (v) Read *such books as are in the library.* (vi) There was not a man there *but wept at the sight.*

B. Defining and non-defining clauses.*

Clauses introduced by relative pronouns may be defining or non-defining clauses. This makes a difference to the punctuation of the sentence. *Study the following examples:*

1. (a) The pilot who (that) did the brave deed was given a medal. (b) The pilot, whom I met abroad, was given a medal.

* If the teacher wishes, this topic may be postponed till the end of the section on Analysis of both complex and compound sentences.

2. (a) The boy who (that) broke the window will be punished.
(b) My friend, who is fat and jolly, is spending the holidays with me.
3. (a) The aeroplane that had come down in the hills was not found for days. (b) The aeroplane, which was silver-grey in colour, completed the flight in time.
4. (a) Water that comes from an unknown source should be boiled before drinking. (b) The Arabs gave the lost traveller some water, which he needed badly.
5. (a) Did you not get the letter (that) I posted yesterday?
(b) He gave the letter to a friend, who forgot to post it till the next morning.

Look at sentence (a) of each pair. The clause beginning with the relative pronoun gives essential information about its antecedent. It limits or defines the antecedent; it helps to identify it. These are *defining clauses*.

But this is not the case with sentence (b) of each pair. Here the clause beginning with the relative pronoun gives *additional*, not *essential* information. In sentences 1, 2 and 3 (b), the clauses describe the antecedent rather than define it. These are called *non-defining clauses*. In sentences 4 and 5 (b) the clause makes a new statement about the antecedent. This is sometimes called the *continuative use*.

It is important to remember that defining clauses are not marked off by commas, while non-defining clauses are placed between commas.

The relative pronoun *that* may replace *who*, *whom*, and is preferable to *which* (although the latter may be used) in defining clauses. It is not used in non-defining clauses.

In defining clauses *that* may be used as the **subject** for both persons and things; *who* is often preferred with the antecedent "people" or "those"; e.g.

People who (Those who) live in glass houses shouldn't throw stones.

For things, *which* is sometimes used as the subject; but *that* is more common.

In defining clauses *that* is most frequently used as the **object** ; *which* may be used for things, but *whom* for persons is rare in conversation.

Note that the relative pronoun object is often omitted ; e.g.

- (a) The girl I met yesterday was a student from Delhi. (b) That's not the book I want. (c) There is the man I spoke to yesterday.

EXERCISE THREE

In the following sentences, insert commas where necessary, i.e. with the non-defining clauses :

(i) This is the cat that killed the rat that ate the malt that lay in the house that Jack built. (ii) My mother who is visiting Japan has sent me a Japanese fan. (iii) That gentleman whose foot you trod on is the Vice-President of the Conference. (iv) Samudragupta who has been called the Napoleon of India fought a victorious campaign in the Deccan and the South. (v) The book that I left on the table yesterday has disappeared. (vi) My uncle who is older than my father is still a very good cricketer. (vii) He jests at scars who never felt a wound. (viii) The Emperor Ashoka who is the greatest of Indian rulers sent Buddhist missionaries to other lands. (ix) The emperor who first sent Buddhist missionaries to other lands was Ashoka.

C. Co-ordinate clauses introduced by relative pronouns.

Defining clauses are always adjective clauses qualifying a noun or pronoun in the principal (or some other) clause.

Non-defining clauses are also adjective clauses, when they describe a noun or pronoun in another clause ; e.g.

My cousin, who was born in England, is at last coming to live in India.

Even when they are continuative in their meaning, they may still introduce an adjective clause ; e.g.

He lent me a book yesterday, which I finished last night.

Even though the second clause merely adds a statement to the principal clause, it is still an adjectival clause in function, as the relative pronoun refers to a noun in the principal clause.

But there are certain cases where the relative pronoun does not relate to any definite antecedent, but to the whole idea expressed by the principal clause. *Study these examples :*

- (a) My lazy young brother got up early this morning, which is very unusual.
- (b) The dentist drilled a hole in my tooth, which gave me a very unpleasant feeling.
- (c) He stood on his head on the top of the wall, which was not an easy thing to do.
- (d) The fisherman took their boats farther out to sea, which was the only thing to do in the storm.

In all these sentences, there is no single word that is the antecedent of the relative pronoun. The relative pronoun seems to do the work of a co-ordinating conjunction and a personal or demonstrative pronoun (*which* being equivalent to *and this*). So the clause is not a subordinate adjectival clause, but coordinate to the main clause.

We may sum it up this way :

A relative pronoun always introduces an adjective clause, unless the relative has no definite noun or pronoun as antecedent.

LESSON XI

ANALYSIS : The Complex Sentence : (ii) Adverb Clauses

To find adverb clauses we ask the same questions that we ask in order to find the extension of the verb in a simple sentence.

A. Adverb clauses of place, time, reason, manner and comparison of degree.

Clauses answering the questions *where ? when ? why ? how ? how much ?* are adverb clauses of place, time, reason, manner and degree respectively.

EXERCISE ONE

Find the adverb clauses in the following sentences and state their function :

- (i) The thief ran away as soon as he saw the policeman.
(ii) You can go where you like. (iii) Do it as I tell you. (iv) He passed his examination because he worked hard. (v) He is as good as he is great. (vi) He runs faster than his brother does. (vii) I believe him as he has always been honest. (viii) He came in as I was going out. (ix) I went to him since I knew him well. (x) He looks as if he were a fool.

EXERCISE TWO

Answer the following questions :

- (1) What is the subordinating conjunction that most commonly introduces (a) an adverb clause of place, (b) an adverb clause of reason, (c) an adverb clause of manner ?
(2) Give the names of as many conjunctions as possible that introduce adverb clauses of time.
(3) What two conjunctions often replace *because* and introduce an adverb clause of reason ?
(4) What conjunction introduces a clause of comparison (a) of inequality, (b) of equality ?
(5) What two kinds of adverb clauses are introduced by the conjunction *since* ?
(6) What different kinds of adverb clauses are introduced by *as* ?

EXERCISE THREE

In each pair of sentences find the adverb clause of manner and the adverb clause of comparison of degree. What is the grammatical function of each and how does the meaning differ in the two sentences?

- (1) (a) He swims as his brother taught him. (b) He swims as well as his brother does.
(2) (a) They don't feel as we do about the matter. (b) They don't feel as strongly as we do about the matter.
(3) (a) She does not work as she used to do. (b) She does not work as hard as she used to do.

B. Clauses of comparison of degree : omission of words.

In a clause of comparison words are often omitted; e.g.

- (a) His face is as round as the moon (is). (b) He talks more than you (do). (c) I like him better than (I like) her.

EXERCISE FOUR

Find the clauses of comparison of degree in the following sentences and supply the omitted words :

- (i) He is as tall as you. (ii) I work harder than he. (iii) I treat his dog better than he. (iv) I love his dog better than him.

C. Adverb clauses of purpose and result.

An adverb clause of purpose answers the question, *for what purpose?* after the verb of the principal (or another) clause. It is introduced by the connectives *so that, in order that, lest (so that . . . not)*; e.g.

- (a) He works hard in order that he may succeed. (b) I learnt it by heart so that I should not forget it. (c) I learnt it by heart lest I should forget it.

The adverb clause of result is different from that of purpose. It is a statement of achievement, while purpose is not a guarantee of achievement. So the adverb clause of purpose often contains the verbs, *may, might, should*, which indicate possibility and uncertainty.

Adverb clauses of result are introduced by *that* following *so* or *such*; e.g.

- (a) He was so tired that he fell asleep at his work. (b) He worked so hard that he got very tired. (c) He seems such a fool that no one believes him.

(Note the two patterns: *so* + *adjective/adverb* + *that*; *such* + *noun* + *that*.)

EXERCISE FIVE

Purpose, cause or reason and result are sometimes confused. *Find the adverb clauses in the following sentences and state whether they express purpose, result or reason :*

- (i) I came because you called me. (ii) I came so that I might help you. (iii) He came so late that he missed the train. (iv)

They locked the doors lest the prisoner should escape. (v) He must mend the tyre as it has gone flat. (vi) He is pumping up the tyre so that it may not go flat. (vii) You'll have to do it since he won't. (viii) I shall sit up late so that I can work undisturbed. (ix) I must work late tonight as I have an examination tomorrow. (x) He sat up so late at night that he fell asleep at his desk.

D. Adverb clauses of condition and concession (supposition).

A condition is introduced by the subordinating conjunction *if* or other conjunctions that can change to *if*, such as *unless* (negative condition) *provided that*, *on condition that*, *whether*. Or the clause may contain an inversion of verb and subject. Study the following examples of ways of expressing an adverb clause of condition:

- (a) The match will be played if the weather permits. (b) The match cannot be played unless the weather permits. (c) You may go on condition that you finish your work. (d) Had I known that, I would not have come. (e) Whether he comes or doesn't come, I shall be there.

When a point is "conceded" or granted in the subordinate clause we have an adverb clause of concession or supposition. The conjunction *although*, *though*, introduces an adverb clause of concession. Other conjunctions and connectives are *whatever*, *however*, *as* (after a noun or adjective), when the clause introduced by all these can be re-expressed with *although*. Study the following examples of ways of expressing an adverb clause of concession or supposition:

- (a) Although he tried hard, he could not do it. (b) However hard he tried he could not do it. (c) Difficult as it was he managed to do it. (d) Whatever difficulties arose, he succeeded in surmounting them.

EXERCISE SIX

REVISION EXERCISE ON ADVERB CLAUSES

Find the adverb clauses in the following sentences and state their relation to the principal clause:

- (i) Strike while the iron's hot. (ii) Socrates was as good as he was wise. (iii) As you sow, so must you reap. (iv) As he was

running to catch the train he fell down. (v) As he was ill I did the work for him. (vi) Wherever I wandered went my old dog Tray. (vii) It was so difficult that I could not understand it. (viii) Although it was difficult I learnt it in the end. (ix) I shall not be able to do it unless you help me. (x) Bring a hammer and nails so that we can repair the damage. (xi) The pen is mightier than the sword. (xii) He shall have it since he needs it. (xiii) I have not seen him since he left the town. (xiv) Boy as he was, Sohrab could fight the great Rustom. (xv) Even if he gave me a fortune I would not do it. (xvi) They looked as if they were strangers to the city. (xvii) The tiger lay where he had fallen. (xviii) No sooner did he hear the dog than he ran away. (xix) He ran all the way lest he should be late. (xx) You must do to others as you would be done by.

LESSON XII

ANALYSIS: The Complex Sentence: (iii) Noun Clauses

Noun clauses do the work of a noun, so they can be subject of a verb, object of a verb, complement of a verb, object of a preposition, or in apposition to another noun or pronoun.

Direct and indirect statements and questions are usually noun clauses depending on the reporting verb in some way; they are usually objects, but may be complements or even subjects.

EXERCISE ONE

Find the noun clauses in the following sentences and state their relationship to the principal clause.

SOME RIDDLES

(i) "When is a door not a door?" said the Hatter. (ii) "We shall have some fun now," thought Alice to herself. (iii) "I can easily guess your riddle," she said. (iv) "What is the answer?" asked the March Hare. (v) Alice replied that a door was not a door when it was ajar (a jar). (vi) "What fishes are related to boots and shoes?" was the Hatter's next question. (vii) "I don't see how fish can be related to boots," thought Alice.

(viii) The Hatter saw that she did not know the answer. (ix) He explained to Alice what the answer was. (x) "Aren't soles and (h)heels related to boots and shoes?" he asked. (xi) But Alice did not understand what he meant. (xii) What the Hatter said did not make sense to her.

A. Noun clauses as subjects.

Note the last sentence in the exercise given above. It is rather difficult to set out the analysis of such sentences, because of the difficulty of putting down a clause without its subject. The following is the neatest way :

Clause	Kind of clause
(a) (What the Hatter said) did not make sense to her	Principal clause
(b) What the Hatter said	Noun clause, subject of "did make" in (a)

EXERCISE TWO

Analyse the following sentences in this form :

(i) How I am to do it is not clear. (ii) That he should catch the train now is unlikely. (iii) When he will arrive is uncertain.

B. Noun clauses in apposition.

Noun clauses may be in apposition to the impersonal or anticipatory *it*. In fact, most sentences with noun clauses as subject can be recast in this way and sound better; e.g.

(a) It is not clear how I am to do it. (b) It is unlikely that he should catch the train now. (c) It is uncertain when he will arrive.

Noun clauses may also be in apposition to another noun ; e.g.

(a) The news that there was an epidemic proved to be exaggerated. (b) He had a feeling that someone was in the room with him.

EXERCISE THREE

REVISION OF NOUN CLAUSES

Find the noun clauses in the following sentences and state their relation to the principal clauses :

(i) Do you agree that we should go on Sunday ? (ii) Please tell us what we are to bring with us. (iii) I want to know when we are starting. (iv) He doesn't know how we are going. (v) They called out, "Where are you off to ?" (vi) How he was saved was a mystery to everybody. (vii) The subject of the debate is that the pen is mightier than the sword. (viii) Do you agree to what has been proposed ? (ix) He wants to know who are coming. (x) It is unlikely that the match will be played today. (xi) The fact that he is innocent has been proved beyond all doubt. (xii) You will be judged by what you say. (xiii) The policeman said that the rule was that no cars should climb the hill after sunset. (xiv) Do you know if he is coming ? (xv) I thought it strange that no one had met my train.

C. Here are a few difficulties:

Noun clauses in apposition and adjective clauses beginning with *that* ; e.g.

(a) The news that he brought was uncertain. (b) The news that the enemy had fled was uncertain.

These two kinds of clauses are sometimes confused by students. *Remember these points :*

The noun clause is introduced by the subordinating conjunction *that* ; the adjective clause is introduced by the relative pronoun *that* (which can be changed to *who* or *which*)

The noun clause in apposition gives the equivalent of the noun ; the adjective clause gives additional information about the noun but does not tell us what the noun is.

EXERCISE FOUR

In the following pairs of sentences state whether the subordinating clause is an adjective clause qualifying a noun in the principal clause, or a noun clause in apposition to a noun in the principal clause :

(1) (a) I hold the opinion that examinations should be abolished. (b) I entirely agree with the opinion that you hold.

- (2) (a) He had a strange feeling that he could not put into words.
(b) He had the feeling that someone was walking by his side.

(3) (a) Newton discovered the law that everything in nature is attracted to everything else by a force in direct proportion to the mass and inverse proportion to the distance. (b) Many things on the earth and in the universe are explained by the law that Newton discovered.

D. Clauses beginning with *where*, *when*, *why*, *how*.

Clauses introduced by *where* and *when* may be adverbial, adjectival or noun clauses. Clauses introduced by *why* may be adjectival or noun clauses. Clauses introduced by *how* are noun clauses.

EXERCISE FIVE

State the nature of the subordinate clauses in the following sentences :

(1) (a) Does anyone know where the wind blows ? (b) He went where he was most welcome. (c) He went to a post where he could do very useful work.

(2) (a) He came when no one was expecting him. (b) He came at an hour when no one was expecting him. (c) Did he tell you when he was coming ?

(3) (a) Nobody knows why he left so suddenly. (b) Did he give any reason why he was going away ?

(4) (a) He wanted to know how he should get there. (b) How they crossed the ocean in those days is a mystery.

Note that *why* cannot introduce an adverb clause of reason. When we ask the question *why* ? after a verb, the answer begins with *because*.

Note also that *how* cannot introduce an adverb clause of manner. When we ask the question *how* ? after a verb, the answer begins with *as* or *as if*. Moreover *how* is not a relative adverb like *where*, *when*, *why* so it cannot introduce an adjective clause. But *how*, *where*, *when*, *why*, are all interrogative adverbs, so they can all introduce direct and indirect questions which are noun clauses.

EXERCISE SIX

ANALYSIS OF COMPLEX SENTENCES

Analyse the following complex sentences into clauses only, stating the relation of the clauses to one another.

(i) From the fishing village on the shore the little herdboys used to go up every day with his flock of goats to a high heath where stood a strange ring of stones which were so grey and covered with moss that they must have stood there for ages. (ii) The little boy, who was an orphan, thought of the stones as friends and companions, though the people of the village were afraid of them because they looked so grim and strange. (iii) A magician who lived in a house away from the fishing village learnt from the ravens, whose language he understood, the secret of the Standing Stones that they would go that very night to the river to quench their thirst of a hundred years. (iv) While the stones were drinking at the river, the treasure which they guarded would be left uncovered so that a man might take in a few minutes so much treasure that he could live in comfort for his whole life. (v) But the magician also learnt that the treasure which was taken from under the Standing Stones would turn into dust unless a human life was given in return. (vi) So the wicked magician made a plan that he would go to get the treasure with the help of the little herdboys whom he would sacrifice afterwards so that his treasure should not crumble to dust.

LESSON XIII

ANALYSIS : Compound Sentences

Simple sentences may be combined into compound sentences by means of co-ordinating conjunctions.

EXERCISE ONE

Recall the four groups of co-ordinating conjunctions that you learnt last year and state which of the following sentences are compound and which are complex :

(i) As soon as the man cracked his whip, the monkey jumped through the hoop. (ii) The man cracked his whip and the monkey jumped at once through the hoop. (iii) Not only did she do all the work of the house but she worked on the farm also. (iv) When she had finished the housework she started to work on the farm. (v) If we had not driven so fast we would have missed the train. (vi) We drove at great speed ; otherwise we would

have missed the train. (vii) We ran fast, but we could not catch him. (viii) Though we ran fast we could not catch him. (ix) I came, I saw, I conquered. (x) I never hear the sweet music of speech ; I start at the sound of my own. (xi) I am so unused to the sound of human speech that I start at the sound of my own voice if I happen to speak aloud. (xii) Are you going by bus or are you walking ? (xiii) We must go by bus even if the bus is crowded. (xiv) It is quite certain that the food is finished. (xv) Neither they nor we have any food left. (xvi) They as well as we have finished all the food. (xvii) I could not go farther because I was tired. (xviii) I was very tired so I could not go farther.

A compound sentence may consist of complex sentences of equal standing ; e.g.

(a) My brother, who is very shy, dislikes parties, and my sister, who is very sociable, loves them. (b) He went for a walk when he had finished his work ; but it rained so hard that he soon turned back. (c) Those behind called, "Go forward !" but those in front cried, "Go back !"

So a compound sentence must have, besides the principal clause, one or more co-ordinate clauses, and may or may not have subordinate clauses as well. A complex sentence can have only subordinate clauses besides the principal clause. A compound sentence which has subordinate clauses depending on the co-ordinate clauses is sometimes called compound-complex.

EXERCISE TWO

Analyse the three sentences given above as examples.

EXERCISE THREE

REVISION EXERCISE

Analyse the following sentences :

(i) As soon as the herdboy brought his animals to the heath, the magician hastened to him and told him how he could obtain treasure that would keep the whole village in comfort as long as they lived. (ii) He told the boy that he must come quite alone to the heath at midnight, since if the villagers knew about it they would not let him come because they had a strange fear of the Standing Stones. (iii) The little boy agreed at first as he was eager to help the poor fisher folk who had brought him up though

they were so poor themselves. (iv) But later he felt that it would be wrong to steal the treasure of his companions, the Standing Stones, while they were satisfying their cruel thirst of a hundred years ; so he said to himself, "I love the old stones too well to rob them." (v) A low pleasant laugh seemed to go round the ring of the great stones ; and looking up in surprise the herdboys saw a dwarf by his side who told him that the old stones loved him and wanted him to have their treasure. (vi) But he gave the little boy instructions that he must get a branch of the honey-suckle creeper from the valley below, put it by the biggest stone and only take the treasure which lay under that. (vii) At night the little boy and the magician waited in the darkness till the stones tore themselves out of the ground with a terrible noise and rushed headlong to the river a mile off, leaving a circle of pits filled to the brim with gold and jewels. (viii) "Gather all you can," shouted the sorcerer; and jumping into a pit he filled sack after sack while the little boy descended into the pit encircled by the honeysuckle where he began to fill his pockets with the treasure. (ix) Then a shooting star flashed across the sky and there was a noise like that of an approaching storm, for the great stones were rushing back to their places. (x) The boy jumped up, but he was terrified to find that the treasure in the pit had sunk so much beneath his weight that he could not get out. (xi) "We are lost!" he cried; but the little dwarf appeared and throwing down the branch of honeysuckle, pulled him out of the pit before the stones returned. (xii) The terrible noise of the clashing stones and the screaming magician was followed by complete silence as soon as the stones had taken their places which they would not leave for the next hundred years. (xiii) The herdboys found himself alone on the starlit heath with the dwarf who told him that he should bring his friends next day to carry away the magician's sacks of treasure which would not crumble into dust since the stones had got a human life in return.

LESSON XIV

THE SYNTHESIS OF SENTENCES

Synthesis is the process by which two or more sentences are combined into one. Synthesis means "putting together". It is the opposite of analysis, which means breaking up a sentence into its separate parts.

A. Combination of simple sentences into a simple sentence.

This can be done by turning some of the sentences into participle phrases, nominative absolute phrases, infinitive phrases, prepositional phrases, noun phrases in apposition.

EXERCISE ONE

Combine the following pairs of sentences into a simple sentence :

- (i) We heard a cry. We all ran out. (Use a present participle).
(ii) The city could be seen everywhere. It was built on a hill. (Use a past participle) (iii) The sky cleared at last. We went for a walk. (Use a nominative absolute construction) (iv) He saved the country. Then he went back to his farm. (Use a preposition followed by a gerund). (v) The house was burnt. They spent the night in the open. (Use a nominative absolute construction with a passive participle). (vi) Life was hollow. So it seemed to Tom that Saturday afternoon. (Replace *it* by the noun). (vii) He kept fierce dogs. He wanted to guard his house. (Use an infinitive of purpose). (viii) He was very ill. He could not go out. (Replace *very* by *too*, followed by the infinitive). (ix) Newton was a great mathematician. He discovered a law of nature (Use a phrase in apposition).

Several of the above methods may be used in the same sentence.

EXERCISE TWO

Combine the following sets of sentences into a simple sentence :

- (i) The lion was once the king of the beasts of the forest. At last he became weak and helpless from old age. He was not able to hunt for food. (ii) The prince was ill. The people heard of this. They crowded to the palace. The prince was much beloved. (iii) Bidar was once a strong fort. It was the capital of the old Bahmani Kingdom. It was built on the top of a hill. It is now a pile of ruins. (iv) Alexander the Great was the King of Macedonia. He was young. He was very daring. He came to India. He conquered all the lands on the way to India. (v) The life of Scott was noble. He was a famous writer of historical novels. It was brought to an early close. This was due to overwork. The overwork was exceptionally severe. (vi) The farmers were prosperous. They lived in a village. The village was not far from Poona. They met once a week. They wanted to discuss village affairs. The meeting was at the Community Centre.

(vii) The tide came up. It came close to King Canute's chair. It lapped round the feet of the courtiers. It forced the king to get up and go. This proved the folly of the courtiers' flattery.

B. Combination of simple sentences into a complex sentence.

Two or more simple sentences may be combined into a complex sentence by converting some of the sentences into subordinate clauses.

EXERCISE THREE

Join the pairs of sentences to make a complex sentence with an adjective clause beginning with a relative pronoun. (Remember to put the relative pronoun near its antecedent) :

(i) Baron Munchausen lived in the fifteenth century. He was the hero of many strange adventures. (ii) The baron had a very fine horse. It came of a famous Arab race. (iii) One day the baron came to a city just before sunset. The city was surrounded by a wall with gates. (iv) The baron galloped swiftly towards the gate. He wanted to be in the city before nightfall. (v) On his arrival the portcullis of the gate was already descending. The gate always closed at sunset. (vi) The baron galloped in under the descending portcullis. It just missed his head. (vii) The baron stopped inside to let his panting horse drink from a water-trough. The trough stood in the market place of the city. (viii) The baron heard a sound of water. It seemed to be falling down behind him. (ix) The tail half of the horse was missing. It had been cut off by the portcullis. (x) The horse did not seem to miss its other half. The other half stood quietly outside the wall during the night. (xi) In the morning the baron got the juice of a cherry tree. He always knew how to deal with a difficulty. (xii) With the juice he stuck the two halves of the horse together. The juice served as a sticking paste. (xiii) From the cherry juice there grew a fine cherry tree. It gave the baron shelter from the sun.

EXERCISE FOUR

Combine the following pairs of simple sentences into complex sentences :

(i) You may be right. I cannot say. (Noun clause) (ii) Alladin had a wonderful lamp. It made all his wishes come true (Adjective clause) (iii) I was very much amused. I burst into loud laughter. (Adverb clause of result) (iv) It was raining

hard. We went out all the same. (Adverb clause of supposition)
 (v) It was raining hard. We took our raincoats and umbrellas.
 (Adverb clause of reason) (vi) The plan will succeed. That is
 my opinion. (Noun clause in apposition to *it*) (vii) He wished to
 have a good career. He devoted himself to his work. (Adverb
 clause of purpose) (viii) Are we going to climb the mountain?
 I do not want to come otherwise. (Adverb clause of condition)
 (ix) He misunderstood your orders. That is the only possible
 explanation of his conduct. (Noun clause) (x) He dared not
 move on in the mist. He might fall over the edge of the path.
 (Adverb clause of purpose)

EXERCISE FIVE

Combine the following sets of simple sentences into complex sentences :

(i) He had read the story of the fall of Troy. He had read it in an English translation of the Iliad. He was twelve years old then. He told us this. (ii) The blood circulates within the body. Harvey first discovered this. He was a doctor. He lived in England in the seventeenth century. (iii) King Robert Bruce was hiding from his enemies in a cave. He was disheartened by many failures. He watched a spider. It was trying to get to the top of a rock. It fell back time after time. It persisted in its attempts. (iv) A prince of Troy had stolen Helen. She was the most beautiful woman in the world. She was the wife of one of the kings of Greece. The Greeks sailed over the seas. They wanted to recover Helen. They also wanted to punish the Trojans.

C. Combination of simple sentences into compound sentences.

Two or more simple sentences may be combined into a compound sentence by using co-ordinating conjunctions.

EXERCISE SIX

Combine the following sets of simple sentences into compound sentences :

(i) They wanted to fly over the mountain. They ran short of petrol. They had to give up the attempt. (ii) Men may come. Men may go. But the river goes on for ever. (iii) Birds are very useful to man in keeping down the insect population. Bats

are also useful for the same purpose. (Use *not only*) (iv) It will be the heat of the day. Everyone will be asleep. Their doors will be shut. I will tramp on and on. (v) It was bright daylight. The mist had been blown away by the wind. The fishermen manned their boats. They sailed away with the tide. (vi) The concert began. I did not enjoy it. Perhaps the music was too loud. Perhaps I was too tired.

LESSON XV

TRANSFORMATION OF SENTENCES

In the last chapter you learnt how we can build up short sentences into longer ones. We can add variety to our writing in another way. We can transform a sentence, i.e. change it from one form or pattern to another. This can be done in a number of ways.

A. Substitution of one part of speech for another.

A sentence may be transformed in such a way that a leading word is changed from one part of speech to another. Thus nouns, adjectives, verbs, adverbs can be substituted for one another. *Study the following examples :*

- (a) Everybody *admired* his behaviour. (b) His behaviour was *admirable*. (c) He behaved *admirably*. (d) His behaviour won everybody's *admiration*.

EXERCISE ONE

Write the following sentences again, using nouns instead of the verbs in italics :

- (i) He did not *intend* to injure you. (ii) The Printing Press has helped to *spread* knowledge. (iii) They *invited* him to attend the meeting but he did not *reply*. (iv) I didn't *mean* that. (v) He *wondered* greatly when he first *saw* the snow. (vi) Have you *prepared* everything for the journey? (vii) The train *departed* an hour after it *had arrived*. (viii) You must *pay* in advance.

EXERCISE TWO

Write the following sentences again using adjectives instead of the nouns in italics :

- (i) There is a *difference* in the style of the two batsmen. (ii) Cats show much less *affection* than dogs. (iii) They seem to feel no *gratitude* for the *kindness* shown to them. (iv) He is suffering now for his *carelessness* in the past. (v) He has a *capacity* for hard work. (vi) He had no *difficulty* in finding the way. (vii) His *innocence* has been established as well as the other man's *guilt*.

EXERCISE THREE

Write the following sentences again, using verbs instead of the nouns in italics :

- (i) The policeman gave the driver a *warning*. (ii) His *speech* lasted for an hour. (iii) He was not moved by the *threats* of the bandits. (iv) He did not deserve such severe *punishment*. (v) The hills gave a repeated *echo* of the eagle's call. (vi) My *acceptance* of the post was due to his *persuasion*. (vii) The *ascent* of the peak was accomplished in three hours but the *descent* took longer. (viii) The doctor's *arrival* was a great *relief* to them.
-

EXERCISE FOUR

Write the following sentences again, using nouns instead of the adjectives in italics :

- (i) His sudden disappearance is *mysterious*. (ii) He likes a *comfortable, easy* life. (iii) He met with many *unfortunate* experiences on this expedition. (iv) The sea and its waves were a *wonderful* sight to the men from the mountains. (v) A donkey is considered *stupid* and *obstinate*, but these qualities are the result of man's *unkind* treatment of the animal. (vi) He was *successful* and *prosperous* because he worked well.

EXERCISE FIVE

Write the following sentences again, using adjectives with nouns instead of adverbs with verbs ; e.g.

He *shouted loudly*. He gave a *loud shout*.

- (i) The bamboo is a tree that *grows rapidly*. (ii) This raincoat will *protect you completely*. (iii) Everybody *welcomed him heartily*. (iv) You cannot succeed unless you *work hard*. (v) He *speaks mildly*, but *acts firmly*. (vi) If you *treat* an elephant *kindly* he will *serve you faithfully*.

B. Interchange of simple, compound and complex sentences.

Another way of transforming sentences is by the interchange of simple, compound and complex sentences.

Simple sentences can be changed to complex sentences by changing a phrase to a subordinate clause. *Study the following examples :*

- (a) He was too proud to learn. He was so proud that he would not learn. (b) Because of his injury he was unable to play. He was unable to play because he was hurt. (c) In spite of his youth he showed a great sense of responsibility. Though he was young he showed a great sense of responsibility.

EXERCISE SIX

Change the following simple sentences into complex sentences:

- (i) Nothing can be done without hard work. (ii) In spite of his weariness he walked on. (iii) He is too stupid to understand. (iv) He is not really too weak to walk. (v) With your help I can do it. (vi) This proves his innocence. (vii) Because of the stormy weather the fisherman had to return. (viii) He is not too old to learn. (ix) The time of his departure is uncertain. (x) Listening quietly, he heard a low sound. (xi) But for him I should have been drowned. (xii) We eat to live. (xiii) He lives to eat. (xiv) Let us wait for his arrival. (xv) We don't yet know their needs. (xvi) The early bird catches the worm. (xvii) The country expects every man to do his duty.

C. Simple sentences can be changed to compound sentences by changing a phrase to a co-ordinate clause. *Study the following examples of interchange of simple, compound and complex sentences:*

- (a) On account of the heat we stayed at home. It was very hot, so we stayed at home. We stayed at home because it was very hot. (b) In spite of the heat we went out. It was very hot but he went out. He went out though it was very hot. (c) Without help he cannot live till morning. He must have help or he will not live till morning. Unless help comes he will not live till morning. (d) He went out of the back door in order to avoid the visitor. He wanted to avoid the visitor so he went out of the back door. He went out of the back door so that he might avoid the visitor.

EXERCISE SEVEN

Change the following simple sentences into compound sentences. See if you can also make a corresponding complex sentence:

(i) Owing to an injury our best bowler could not bowl really well. (ii) In spite of his injury he continued to play. (iii) The dam having burst, the river flooded the village. (iv) Without constant practice you cannot speak a foreign language. (v) To our great surprise we did not find him at the station. (vi) His sword having been broken, he could not continue the fight. (vii) Besides being helpful at school he is also helpful at home. (viii) After a brave struggle he was victorious at last. (ix) After a brave struggle he was defeated at last. (x) Taking off his fine cloak, Walter Raleigh threw it down in the mud for the Queen to walk on. (xi) Little Jack Horner sat in a corner eating his Christmas pie. (xii) No one likes him on account of his pride and selfishness.

EXERCISE EIGHT

Transform the following complex and compound sentences into simple sentences, by changing a clause to a phrase or sometimes a word. (State whether the original sentence is complex or compound):

(i) People were dying because they had no food. (ii) He told me how old he was. (iii) He was so lazy that he took no exercise. (iv) He turned to the right and saw the mountain in front of him. (v) It was very hot so we did not go out. (vi) The king granted what he asked. (vii) He lent me some books that belonged to his brother. (viii) The storm was raging but he went out. (ix) Do you know the name of the person who wrote the book? (x) The school is so far that a small child cannot walk the distance. (xi) I shall get there however bad the weather may be. (xii) He cannot read small print unless he has glasses. (xiii) Young as he was, Sohrab was a great warrior. (xiv) Almost everyone in the wrecked ship was drowned, but our boat load was saved. (xv) They were greatly relieved when he came back safe. (xvi) They hoped that better days would come. (xvii) People who live in glass houses should not throw stones.

D. Interchange of assertions, interrogations (rhetorical questions) and exclamations.

Sentences can be changed from one of these forms to another, retaining the same meaning. *Study the following examples :*

(a) I can never repay your kindness. Can I ever repay your kindness? (b) You have been very kind to me. How kind you have been to me!

1. Rhetorical questions.

EXERCISE NINE

Change the following questions into assertions with the same meaning:

- (i) Aren't you ashamed of your unkindness to your little brother? (ii) Were you blind not to see the stone in your way?, (iii) Who would be a slave? (iv) Who can keep the lion's cub from his prey and who can govern Rustum's son? (v) O Solitude! Where are the charms that sages have seen in thy face? (vi) Breathes there the man with soul so dead who never to himself has said, "This is my own, my native land!"

EXERCISE TEN

Change the following assertions into questions with the same meaning:

- (i) It is useless to offer pearls to a man dying of hunger. (ii) Everbody has heard of Mahatma Gandhi. (iii) Blood is thicker than water. (iv) Men cannot get grapes from thorns and figs from thistles. (v) There is nothing better than kindness. (vi) We could have done nothing without him. (Begin: *What*) (vii) You will not find a more beautiful building than the Taj Mahal anywhere in the world. (Begin: *Where*) (viii) Their glory can never fade. (Begin: *When*) (ix) You should not waste your time reading such trash. (Begin: *Why*) (x) It will not profit a man if he gains the whole world and loses his own soul. (Begin: *What*)

2. Exclamations.

The order of words in exclamations is often different from the normal word order in an assertion. Moreover, words are often omitted in exclamations and these have to be supplied in corresponding assertions. *Study the following examples :*

- (a) How sweet the moonlight sleeps upon this bank! The moonlight sleeps very sweetly upon this bank. (b) Oh, what a fall was there, my countrymen! There was a very great fall, my countrymen. (c) Oh for a breeze! We are longing for a breeze. (d) What a naughty boy! He is a very naughty boy.

EXERCISE ELEVEN

Write the following exclamatory sentences as assertions:

(i) What a fool he has been! (ii) How glad they were to see dry land again! (iii) Alas! that man should be so cruel! (iv) For shame! (v) Oh, sweet content! (vi) Would that we had never met! (vii) A horse! A horse! My kingdom for a horse! (viii) How hot your head feels! (ix) Oh that the desert were my dwelling place! (x) Oh for the wings of a dove! (xi) What a piece of work is man!

EXERCISE TWELVE

Write the following assertions as exclamations:

(i) It seemed a very long night. (ii) We waited for the dawn very anxiously. (iii) I wish I had not been so hasty. (iv) Your work is very untidy. (v) I long to see my native land again. (vi) An elephant is a remarkable animal. (vii) A camel is very useful to the desert-dweller. (viii) Many crimes are committed in the name of liberty.

E. Interchange of affirmative and negative sentences.

Some types of negative sentences can be interchanged with the affirmative. A double negative is sometimes used to imply a strong affirmative (as in the figure of speech called "litotes"). *Study the following examples :*

(a) I belong to no mean city. I belong to a very great city.
(b) Akbar never fought a battle that he did not win and never besieged a fortress that he did not take. Akbar won every battle that he fought and took every fortress that he besieged.

EXERCISE THIRTEEN

Write the following negative sentences as affirmative sentences with the same meaning:

(i) The ascent of Mount Everest was on small achievement.
(ii) You didn't take long to finish your work. (iii) I never see the spring return without a thrill of joy. (iv) He is no fool.
(v) No sooner did he see me than he cried out loudly. (vi) Not many people have climbed to a height of twenty thousand feet.
(vii) No admission without permission. (viii) We have no good bowlers except Tom. (ix) No healthy children would have such a poor appetite. (x) He was not a little tired.

EXERCISE FOURTEEN

Write the following sentences as negative sentences with the same meaning:

(i) He was an extraordinary fighter. (ii) Everywhere you will find both good and evil. (iii) Few people have swum the English Channel. (iv) When it rains at all, it always pours. (v) This is all the food we have. (vi) That is our only hope. (vii) We shall always remember your kindness. (viii) Only he could do it so well. (ix) He has had few opportunities of education.

F. Interchange of *as soon as...* and *no sooner than...*

One form of change from the affirmative to the negative is the change from *as soon as* to *no sooner than*. We can also make corresponding sentences beginning with *hardly* and *scarcely*. Study the following examples:

(a) As soon as we had got home the storm burst. (b) No sooner had we got home *than* the storm burst. (c) Hardly had we got home *when* the storm burst. (d) Scarcely had we got home *when* the storm burst.

EXERCISE FIFTEEN

Analyse the four sentences given above as examples:

There are several things to be noticed in the above sentences. First of all, note the order of subject and verb. Note also the different conjunctions that introduce the subordinate clause. Note that the clauses are interchanged when we change from the first construction to the other three, i.e. the principal clause in (a) is a subordinate clause in (b), (c) and (d). Finally note that we can begin with the principal clause or the subordinate clause in (a) but only with the principal clause in (b), (c) and (d).

EXERCISE SIXTEEN

*Write these sentences again beginning with **no sooner**:*

(i) It began to rain heavily as soon as we came out of school. (ii) The robber attacked me as soon as I opened the door. (iii) As soon as the dog saw this, he sprang on him. (iv) As soon as the child touched the insect, it stung him. (v) As soon as they met, they started to quarrel.

EXERCISE SEVENTEEN

*Write these sentences again beginning with **as soon as**:*

(i) No sooner had the train entered the tunnel than there was a loud scream from someone in the compartment. (ii) No sooner

had the children finished their tea than they ran off to play.
(iii) Hardly had the doctor reached home when he was called out again. (iv) No sooner did the ship strike the rock than it began to sink.

G. *Not only . . . but.*

This expression is a negative way of connecting two statements, one or both of which may be affirmative.

Study the following examples :

(a) Both you and I were wrong. Not only was I wrong but you also. (b) He is not a fool; in fact, he is very clever at mathematics. Not only is he not a fool but he is very clever at mathematics.

EXERCISE EIGHTEEN

Write these sentences again, beginning with not only:

(i) I went there and I stayed on for six months. (ii) He is not guilty; he is quite incapable of such a crime. (iii) He has travelled to Cape Comorin in the south as well as to Taxila in the north. (iv) Bombay has a very good harbour and it is also a great industrial city.

H. Interchange of degrees of comparison.

We can change the degree of comparison of an adjective or an adverb in a sentence without changing its meaning.

The comparative degree can be interchanged with the positive ; e.g.

A tiger is more fierce than a lion. So a lion is not so fierce as a tiger.

EXERCISE NINETEEN

Write these sentences again changing the adjectives from the comparative to the positive degree or the other way round without changing the meaning of the sentence:

(i) Delhi is much farther from the sea than Bombay. (ii) The climate of Bombay is not so extreme as that of Delhi. (iii) Bombay is not so old a city as Delhi. (iv) Babar was stronger and more active than his son, Humayun.

I. Adjectives and adverbs in the superlative degree may be changed to the comparative as well as the positive. *Study the two sets of examples :*

1. (a) London is the biggest city in the world. (b) London is bigger than any other city in the world. (c) No other city in the world is as big as London.
2. (a) Bombay is one of the biggest cities in the world. (b) Bombay is bigger than most other cities in the world. (c) Few other cities in the world are as big as Bombay.

EXERCISE TWENTY

Change the degree of comparison of the adjectives in each sentence in two ways, without altering the meaning of the sentence:

(i) The whale is the biggest animal in the world. (ii) The elephant is one of the heaviest animals in the world. (iii) The Taj Mahal is one of the most beautiful buildings in the world. (iv) Milk is the best of all foods. (v) The aeroplane flies faster than any bird. (vi) Australia is the largest island in the world. (vii) Iron is the most useful of all the metals. (viii) The radio is one of the greatest inventions of modern times.

LESSON XVI

INDIRECT SPEECH*

Indirect Speech has been treated very fully in the grammar book of the previous year. You should revise carefully the rules given there for statements, questions, requests and commands, and exclamations and work again through the exercises set under each of these headings.

Here are a few special points:

A. Shall in indirect questions.

Questions beginning "Shall I - - -?" may be of two kinds.

1. The Simple Future; e.g.

"Shall I enjoy myself at the party?" She wondered if she would enjoy herself at the party.

"Shall I - - -" changes to "She would . . ."

* This topic has been treated at length in the grammar book of the previous year. Where necessary, reference may be made to this book.

2. Requests (*Shall I* implies *Do you want me to?*); e.g. "Shall I put the light out?" He asked if he should put the light out.

In this case, "Shall I - - -" changes to "He should---"

EXERCISE ONE

Put the following sentences into indirect speech with the introducing verb in the past tense :

(i) Shall I understand the lecture ? (ii) Shall I make you a cup of tea ? (iii) Shall we have time to finish this ? (iv) Shall I ever see the Himalayas ? (v) Shall I post the letter for you ? (vi) Shall I write it out again ? (vii) Shall I get well in time for the match ?

B. Must: affirmative and negative forms.

In indirect speech *must* will change according to the shades of meaning as well as the time implied; e.g.

(a) I must do it at once. (Here *must* implies necessity or compulsion in the present.) He said that he had to do it at once.

(b) I must finish my homework before I go out. (Here *must* implies necessity or compulsion in the future.) He said that he would have to finish his work before he went out.

(c) I needn't do it at once. (The negative form of *must* is *need not*, so the same rules apply.) He said that he didn't have to do it at once.

(d) You needn't go to school on Monday if you're not feeling better. (The negative form in the future.) Mother said that I wouldn't have to go to school on Monday if I wasn't feeling better.

(e) You must not forget your books. (This is a prohibition.) The teacher said that they were not to forget their books.

(f) You must not travel on the footboard of the train. (This is a permanent prohibition so the tense does not change.) Father told us that we must not travel on the footboard of the train. (All natural laws and general truths may remain in the present tense.)

EXERCISE TWO

Put the following sentences into indirect speech with the introducing verb in the past tense :

(i) I must go now. (ii) You must rest in bed till your temperature is normal. (iii) You need not do any homework this

week. (iv) You must not go to school. (v) You must not cross the road when the red light is on. (vi) You needn't drink your medicine in the night. (vii) You must not touch those books. (viii) You need not go to work today. (ix) I need not stay there for many days. (x) You must go away now.

C. Mixed Sentences.

Statements, questions, exclamations may be mixed in direct speech. In indirect speech, each must be introduced by a suitable verb; e.g. *said*, *told*, *explained*, etc. for statements; *asked*, *wanted to know*, *wondered*, etc. for questions; *exclaimed*, *remarked*, etc. for exclamations. Sometimes the two parts may be combined if a convenient way is available; e.g.

(a) "It's time to start. Have you got all your things?" He said that it was time to start and asked if I had got all my things.

(b) "Hello! Where are you off to?" He greeted me and asked where I was going.

(c) "I am very cold. May I have a hot-water bottle?" She asked if she could have a hot-water bottle as she was feeling very cold.

EXERCISE THREE

Put the following sentences into indirect speech with the introducing verb in the past tense:

(i) We are going to the pictures. Would you like to come with us? (ii) Is anything the matter with you? You are not looking very well. (iii) The house is locked. How are we to get in? (iv) I've read this book before. Can you give me another one? (v) We are late. I hope we'll get seats. (vi) What a shower of rain! I am glad I got home before it. (vii) Do as you are told! You are a naughty child. (viii) Please help me to bed. I'm not feeling well. (ix) Please come here. I want you to type a letter for me. (x) Can you lend me your pen? Mine is leaking. (xi) I am so sorry. I hope I haven't hurt you. (xii) Listen! Can you hear a mouse squeaking? (xiii) Have you a stamp? I must post this letter immediately. (xiv) How many mangoes have you eaten? If you eat any more, you will certainly be ill tomorrow. (xv) How forgetful I am! I have brought this letter home again instead of posting it! (xvi) I am afraid we are lost. Let us ask that man if he can direct us to the station. (xvii) Are you tired? Have a nice cup of tea! It will refresh you. (xviii) Don't do that! Have you lost your senses? (xix) We had a delightful walk. What a pity you couldn't come!

*Study the two following passages written in both direct and indirect speech, and notice carefully the changes made.**

EXAMPLES

1. THE HODJA

The Hodja somehow got himself into another man's garden. There he pulled up carrots, turnips and all that came handy. The gardener caught him red-handed. "What are you doing here?" he said. Frightened, the Hodja could only say, "A violent wind landed me here." "But what about all the things that have been pulled up?" "If," said the Hodja, "the wind is strong enough to lift me up, it can also pull up your vegetables." "And who, do you think, put my vegetables into your pocket?" "That is what I was just wondering myself," answered the Hodja.

In indirect speech the conversation may be written as follows:

The gardener asked the Hodja what he was doing there. The frightened Hodja could only answer that a violent wind had landed him there. The man asked how that could explain all the things that had been pulled up. The Hodja argued that if the wind was strong enough to lift him up it could also pull up the gardener's vegetables. The gardener then asked how his vegetables could have got into the Hodja's pocket. The Hodja replied that it was just what he had been wondering himself.

2. LIVING BACKWARDS

"I don't understand," said poor Alice. "It's all very confusing indeed!" "That's the effect of living backwards," said the White Queen kindly; "it always makes one a little giddy at first. 'Living backwards!' Alice repeated in great astonishment. "I never heard of such a thing." "There's one great advantage in it," said the Queen, "that one's memory works both ways." "But you can't remember things before they happen," said Alice. "Why not?" said the Queen, but then "Oh, oh, oh!" she cried; "my finger's bleeding! Oh, oh, oh, oh!" Alice had to hold both her hands over her ears. "What is the matter?" she called out loudly to be heard above the screams. "Have you pricked your finger?" "I haven't pricked it yet," the Queen said, "but I soon shall — oh, oh, oh!" "When do you expect to do it?" Alice asked, feeling very much inclined to laugh. "When

* No further exercises are set as the teacher is sure to base all his exercises on the S.S.C. Selections.

I fasten my shawl again," the poor Queen groaned; "the pin will come undone directly. Oh, oh!" As she said the words the pin flew open and the Queen, who was very clumsy, tried wildly to close it again. "Do take care!" cried Alice. "You're holding it all crooked!" She tried to take the pin from her but it was too late and the Queen pricked her finger. "That is the reason for the bleeding, you see," she said to Alice with a smile. "Now you understand the way things happen here." "But why don't you scream now?" Alice asked, holding her hands ready to put over her ears. "Why, I've done the screaming already," said the Queen. "What would be the good of having it all over again?"

Adapted from *Through the Looking-Glass* by Lewis Carroll.

In indirect speech this passage may be written as follows:—

Poor Alice said that it was all very confusing and she didn't understand it. The White Queen explained kindly that it was the effect of living backwards which always made one a little giddy at first. Alice interrupted in great astonishment to say that she had never heard of such a thing as living backwards. The Queen continued that the one great advantage in it was that one's memory worked both ways. Alice argued that one couldn't remember things before they happened. The Queen asked why not, but suddenly she started screaming loudly and cried out that her finger was bleeding. Alice had to hold both her hands over her ears while, in a loud voice, so as to be heard above the screams, she asked what the matter was and whether the Queen had pricked her finger. The Queen replied that she hadn't pricked it yet but she would soon, and she broke into screams again. Alice, who was feeling very much inclined to laugh, asked when the Queen expected to do it. The poor Queen groaned that it would happen when she fastened her shawl again, the pin of which was going to come undone directly. As she said those words the pin flew open, and the Queen, who was very clumsy, tried wildly to close it again. Alice called out to her to take care as she was holding it crooked. She tried to take the pin from the Queen, but it was too late, for the latter had pricked her finger. The Queen stopped screaming and said with a smile that that explained the bleeding and Alice must have understood the way things happened there. But Alice, who was holding her hands ready to put over her ears again, wanted to know why the Queen didn't scream. The Queen was surprised and explained that she had done the screaming already, so it would not do any good to have it all over again.

SECTION II—COMPOSITION

LESSON I

COMPOSITION

Last year you wrote several descriptions of interesting people and things. This was descriptive writing. But you also did some narrative writing, for you wrote some stories. Often, of course, both description and narration may be combined. Let us now do some more descriptions of scenes and people, and in the next lesson some more narrative and story writing.

First, choose the subject which interests you most. The next step is to convey that interest to the reader. There is a big difference between knowing something and communicating that knowledge to someone else. We should always look at what we write from the reader's point of view. We should ask ourselves: Have we made it clear to him? Is it tidily arranged so that he will enjoy reading it?

It is useful therefore before we actually start writing, to jot down some thoughts about the subject and then sort them out into a plan. This will make certain that the work is separated neatly into paragraphs, each paragraph dealing with the subject from one point of view. The work must be presented in an orderly manner, otherwise it will be confusing and boring for the reader.

Remember, too, to make sure that your English is correct. Grammar is the mechanism of the language and, just as if a watch's mechanism goes wrong it cannot give the correct time, so your writing will not be correct if your grammar is wrong.

Let us now consider descriptive writing.

Descriptive writing may be divided into two sections: informative and communicative. If its purpose is simply to give information, such as how to build a camp fire, it will be solely a straightforward account. The two essential qualities here are *clarity* and *accuracy*. If you are explaining to a person how to repair a clock, for instance, you must make every detail clear so that he can immediately understand. This kind of writing is functional ; the purpose is not to convey one's feelings to the reader but simply to convey information clearly and accurately. Read through your description carefully after you have written it and ask yourself : Have I said clearly everything that needs to be said ?

Suppose you have to explain what a dictionary is and how it is used. Your description would be like this.

DICTIONARIES

When you read something in your own language or in a foreign language you sometimes find words which you cannot understand or the meaning of which is not clear to you. When this happens you should look up these words in a dictionary.

In a dictionary the vocabulary of a language is given in alphabetical order. There are two main kinds of dictionaries. There is the dictionary in which the words of one language are explained in the words of another language. This type of dictionary is divided into two parts, for example, if it is a Hindi-English dictionary there will be one section for Hindi words with the meaning given in English and the other section for English words with the meaning given in Hindi. In both sections the list of words is in alphabetical order as this makes it easier to look them up.

The other kind of dictionary is the one you use most often in your English studies. This dictionary is entirely in one language, for example English, and the explanation of the meaning of the words is given in English. It is a very good idea to start making a dictionary yourself of the words you come across in your reading whose meaning you do not know. Take an exercise book, mark the pages in alphabetical order, A, B, C, D, E and so on, and then write down the words on the relevant page as you come to them and next to them write the meaning given in your dictionary. The act of writing down these meanings will help you to remember them and will help you to remember the

spelling of the words. If you do this, you will be surprised how quickly your command of the vocabulary will increase.

Suppose you are asked to describe your home. Your description might read like this.

MY HOME

I live with my father and mother and baby sister in a flat not far from the Mazagaon Gardens. It is on the third floor of a tall big building with five storeys.

You go up by an old dark staircase, but once you reach the top it is bright and airy. It is a small flat with three small rooms and a kitchen but Mother has arranged everything so well that we are very comfortable.

We have a combined sitting and dining room, which opens into the kitchen. This is my mother's special province and is spotlessly clean with gleaming pots and pans. There is often a delicious smell of cooking for Mother is a very good cook. Sometimes we eat at table in the dining-room; but very often we eat sitting in the kitchen with the good hot food served straight from the stove.

We are rather a tight fit, but we are very happy. Father and Mother have one small bedroom and I have the other which is smaller still, but I am more often out of it than in. We have no guest-room but we have many guests, for our relations from the country often come and stay with us. So I am always being pushed out of the bedroom that is supposed to be mine. But I don't mind that at all. I can transfer my cot on to the verandah or sleep on a mat there if all the cots are in use. My baby sister's cot also gets moved from place to place but she doesn't seem to mind either; in fact, I think she enjoys it.

The verandah is a great joy and it is there that we most often sit, work and talk. On the walls my mother has fixed some pots containing plants that twine along the walls, and there are also bowls of flowers. It almost seems as if you were in a garden.

I have fixed up a small writing desk for myself in a corner of the verandah and some shelves to hold my books. Above my desk I have hung a picture of a hill in the Ghats, which seems to call you away from the town.

My father is interested in tropical fish and my mother has made a place in the sitting-room for a glass tank containing many tiny fish, all of different colours. When the light is switched on behind the tank it is very beautiful. My baby sister laughs with delight whenever she is shown it.

It is a big block of flats and I have lived here all my life. So I know many of the children of the different families and we

all play together. There is an open space not far away where we can play kho-kho and volley-ball. There are many celebrations too, for every month someone in the block has a birthday and then we all have a feast.

EXERCISE ONE

Now try these exercises :

(i) Imagine that a friend of yours has never seen a telephone and does not know what it looks like. Describe a telephone to him. (ii) Describe how to mend a bicycle puncture. (iii) Describe how to make a model aeroplane. (iv) Describe your hobby. (v) Describe the sort of house you would like to live in.

But there is also another form of descriptive writing which aims not only at giving information but also at communicating feeling. If for example, you are describing a mountain you may give details of its height, which is information ; but this will not be sufficient to convey to the reader the impression of grandeur and beauty that the mountain conveys to you. So your description must also be communicative ; that is, you must try to convey to the reader the feelings you have on looking at this mountain. You must try to write so that the reader, when he reads your description, will feel about the mountain as deeply as you do.

A description may be about people or about things. It may be of something still, such as a snow-covered mountain ; or it may be of movement such as a storm, waterfall, or an earthquake.

Whatever it is you are describing you should try to make every detail clear to the reader. If you are describing a person, try to make the reader actually see that person. If you are describing a scene, try to make the reader actually feel he is present at that scene. Here, for example, is a description by Charles Dickens of the classroom at Mr. Squeers's School, Dotheboys Hall from his novel *Nicholas Nickleby* :

It was such a crowded scene, and there were so many objects to attract attention, that at first Nicholas stared about him, really without seeing anything at all. By degrees, however, the place showed itself to be a bare and dirty room, with a

couple of broken windows, a tenth part of which might be of glass, the remainder being stopped up with old copy-books and paper. There were a couple of long, old, broken-down desks, cut and inked, and damaged in every possible way; two or three wooden seats; a separate desk for Squeers, and another for his assistant. The walls were so dirty and discoloured that it was impossible to tell whether they had ever been touched with paint or whitewash.

Here, again from Charles Dickens, is an amusing description of Mr. Justice Starleigh in the novel *The Pickwick Papers* :

Mr. Justice Starleigh was a most particularly short man, and so fat that he seemed all face and waistcoat. He rolled in, upon two little bent legs, and having bowed gravely to the Bar, who bowed gravely to him, put his little legs underneath his table, and his little three-cornered hat upon it; and when Mr. Justice Starleigh had done this, all you could see of him was two queer little eyes, one broad pink face, and somewhere about half of a big and very comical looking wig.

Note how lively and real these descriptions are !

When we write a description we must be clear, simple, straightforward and vivid. We must try to make the reader feel he is there, too. Mention the colours and the shapes of things you describe and if there are any unexpected details that you notice put them in. Note the details that Charles Dickens includes. He does not simply say there were two desks in the room; he describes these desks vividly so that we actually see them.

Now how are we to plan our description ? It is best to begin with a brief paragraph introducing the subject. Then you give the description in the next three or four paragraphs and finally you give a concluding paragraph to round it off.

Suppose, for example, you have to describe an amusing character you know. Let us make a plan of the composition.

1. Introduction :

You could start in a lively way by quoting something amusing the person once said or describing

something that he did. Then you could tell the reader how long you have known him and why you find him so amusing.

2. Appearance :

Then in the next paragraph you could describe what he looks like ; how he dresses. Put in as much interesting detail as you can. Is he fat or thin ?

3. Habits :

Is he eccentric ? Does he like eating and drinking ? Does he like sport ? Describe some of his interests and the things he does.

4. Conversation :

Tell us some of the amusing things he says.

5. Character :

Describe some of his merits and his weaknesses. He may be very kind-hearted, but on the other hand may be rather lazy or perhaps easily deceived.

6. Conclusion :

You could say that his humour is always kindly and that the best humour is that which comes from a kind heart.

Now write a description of an amusing character you know, using the above plan to help you.

Before you practise some more exercises read this little story which will amuse you.

THE ABSENT-MINDED PROFESSOR

You may have heard the story of the professor who was so absent-minded that one night he put a photograph of himself to bed and then sat on the dressing-table all night. This story is no doubt exaggerated, but I know one Professor who was extremely absent-minded and was always forgetting things.

He would sometimes come into the class wearing his bedroom slippers having forgotten his shoes, and such little things as ties or collar studs he would never remember. He would sometimes invite you to dinner and when you called he would look rather surprised but welcome you and sit and chat with you. Time

would pass on and you would begin to feel hungry only to discover eventually that the Professor had forgotten all about his invitation and that dinner had never been ordered!

He was one of the kindest of men and always had a pleasant word for his students but could never remember their names. Banerjea he would mix up with Chatterjea, or Mukherjea, and once he astonished the students by absent-mindedly referring to "Senerjea" and to another as "Chatterbose".

But one of the most amusing things that ever happened to him was when one evening he went out for a walk. He went much further than he had intended, and when he was on his way back it had become dark. No one was in the street. Suddenly he heard footsteps and round the corner a man came hurrying so fast that he bumped into the Professor. The man apologised and went hurrying on. The Professor thought it must be getting late and he wondered what the time was. He felt in his pocket for his watch but could not find it. He searched in all his pockets but in vain. Then the thought struck him, "that man must have taken it!"

Quickly he raced after the man, seized him by the coat and said angrily, "give me the watch!" The man was terrified and quickly handed the watch over.

The Professor then returned home, went to his room and put on the light, then to his astonishment, he saw on his bedside table his own watch. Quickly he felt in his pocket and found — the other man's watch! The Professor, one of the kindest and most honest of men, was horrified. "I forgot to take my watch with me" he thought, "and now I have taken the other man's watch!"

Immediately he went out to the police station and explained what had happened. The Professor's absent-mindedness was well known and the police believed his story and soon found the owner of the watch and returned it to him. The Professor also met him and apologised. When the other man heard what had really happened he was very amused and the Professor and he became good friends.

EXERCISE TWO

Write descriptions of the following :

- (i) A Shopkeeper. Describe what he looks like and how he dresses. What sort of things does he have in his shop? Is he honest?
- (ii) An old lady. What she looks like. Where she lives. Does she like children?
- (iii) A naughty boy at school. Describe some of the things he does. Does the teacher punish him?
- (iv) A Policeman. Describe what he looks like and how he directs the traffic.

Now suppose you have to describe something from nature, for example, a mountain. Again make a brief outline before you begin :

1. Introduction :

Describe when you saw the mountain and where it is situated.

2. Scenery Around it :

Describe its forest-covered slopes. Have you ever tried to walk up the slopes ? Describe the twisting turning road on the slopes.

3. The Snowy Cap of the Mountain :

Describe the impression this makes on you. Sometimes it is concealed by clouds; sometimes, especially in the early morning, it appears very clearly. Sometimes in the evening the setting sun bathes it in red.

4. Conclusion :

Many attempts have been made to climb the mountain but it remains unconquered.

Now write a description of an amusing character you know, using the above plan to help you.

Now read this description of an embarkation on board a ship in England on a January morning.

EMBARKATION ON A JANUARY MORNING

St. Pancras Station, where we had to wait for the boat train, was dreadfully gloomy. The fog enveloped everything with a cold damp greyness, the glass of the station roof was blackened with dirt and it looked as if light could never come through. There were rows of lights glimmering feebly and everywhere there was smoke, steam and noise. Trains would whistle, porters would shout "Mind your backs, please!" as they pushed about their loads of luggage. Slowly black smuts began to spread over us making us long for a warm bath.

People stood in groups with friends who had come to see them off, some of them hearty, some rather sad and almost all having that slightly perplexed look that comes when one is trying to think of something to say. A fur of fog collected on our coats, we stamped our feet which were becoming more and more icy and the air chilled our lungs with every breath. We

tought thankfully that within a short time we would be enjoying the warm tropical sun.

"The next train on Platform Six will be the special boat train for Tilbury to connect with the P. & O. Liner 'Chusan' sailing for Bombay," announced the loudspeaker. That was comforting, at least the train was coming, even though it was fifteen minutes late.

At last with a frightful screeching and roaring the train pulled in and then there was the usual pushing and crushing as people made their way in. A little girl nearby refused to part with her doll's pram which was labelled for the guard's van and gripped it firmly, resisting all persuasion. Later we saw it on the luggage rack so the little girl had had her way!

Soon everyone had settled in and the train moved off with a jerk, travelled very slowly with melancholy hootings and accompanied by loud reports of fog signals. Not much could be seen from the window; a few inches of railway line; glimpses of frost-covered sleepers; dingy edges of buildings, and then fields streaked with white and trees with their branches covered with tiny icicles.

We reached the docks after about an hour all the time crawling slowly along. The first sight of the ships was certainly a thrill and people began to take more interest in what was going on outside. "Remain in your seats please!" shouted a porter as the train slowed down. Those who had already seized their luggage and were making for the door sat down again.

It was a long wait; nearly three quarters of an hour. So much of one's time when travelling is spent just waiting about. Apparently the train was being dealt with carriage by carriage and we were in the last one.

Unfortunately the train had stopped in front of the huge customs shed so that little could be seen of the ships except a few flags fluttering from masts and an occasional huge funnel.

Two or three railway men were wandering about with red and green flags none of which they ever appeared to wave, and numerous luggage vans were going backwards and forwards. The children in the carriage began to get a little restless and began to ask what they were waiting for. One little boy, hearing the noise of the luggage vans, asked his mother "Is that the rough sea, mummy?"

At last the door crashed open and in stamped several porters shouting at the tops of their voices; "Heavy baggage! Heavy baggage! Let's take your heavy baggage! Any heavy baggage!" Having parted with the heavy baggage we were allowed into the customs shed. At one counter we handed over our passage ticket

and received in exchange a gangway pass ; at another we showed our passports and informed the official that we would not dream of taking out of the country more than £10 sterling. On another counter we found our baggage piled and we assured the official that these respectable-looking trunks did not contain explosives, valuables, jewels or anything other than personal belongings. We must have looked honest for the official simply chalked the luggage and told us it would be placed on the ship.

At last we came out of the customs shed and there was the ship that was to be our home for the next fortnight. We gave in our passes at the foot of the gangway and went on board, following a steward downstairs and round a maze of corridors until we reached our cabin.

EXERCISE TWO

Now write descriptions of the following :

(i) The Coming of the Monsoon. The heat of the summer. Everything dry and thirsty. People complain of the heat. The monsoon is late. Then the day it comes. The downpour of rain. How everybody feels happy. (ii) A River. Where it begins. How it makes its way from the mountains. The cities built on its banks. Boats on it. Fish in it. Its way to the sea. (iii) A Garden. How you would make it. The flowers you would grow. (iv) A Street Scene in Bombay. The cars, bullock carts, bicycles, policemen, the dust and heat. (v) The start of an air journey. Arrival at airport. Weighing of baggage. Checking of tickets. Tags attached to baggage by airport clerks. Sitting down and waiting for instructions to board the aircraft. The loudspeaker asks passengers for this flight to proceed to the aircraft. Walk across the field and up the steps into the aeroplane. The engine starts. The roar of the propellers. Aeroplane starts moving on to the run-way. Then with a roar runs along and then looking down you see the ground disappearing beneath you and everything there getting smaller and smaller and you realise you are flying.

LESSON II

STORY OUTLINE

Let us now see how we can write a story. We must try to give a clear, connected account of a series of incidents. Our story may be about a football or

cricket match, for instance, or an adventure. Here again we must capture the reader's interest; he must be gripped by our story. In telling a story we can introduce the element of suspense; that is, we make the reader wonder what is going to happen next. This heightens his interest and makes him want to read on.

Again, when planning our story, we should have a short introductory paragraph, followed by a building-up of the setting in which our story is placed. Here there will be a certain amount of descriptive writing but not too much. We must not take the reader's attention away from the main story. Then we come to the central incident; the winning-goal of the match, for instance. Then follows a brief paragraph in conclusion.

Suppose we have to write a story on, say "A Fight to the Death". Let us plan the story.

1. Introduction :

Say what the fight was; e.g. between a mongoose and a snake.

2. Building up of setting :

Describe the surroundings in which this fight took place and how it began.

3. Building up of suspense :

Describe the details of the fight and how the snake continually tries to seize the mongoose but the mongoose is too quick and darts in quickly and wounds the snake.

4. The central incident :

Describe then how the snake becomes tired and finally the mongoose leaps in and sinks its teeth in the back of the snake's neck and holds on. Describe the death struggle of the snake.

5. Conclusion :

Make a general comment such as that it is not always the biggest creature that wins a fight, or that quickness and intelligence are able to defeat poison.

Now write out this story in your own words.

Before you go on to practise writing some stories, read this amusing little story about a slight misunderstanding that occurred because someone did not know English. This will not, we hope, happen to you because whenever you go to England you will know English very well !

A SLIGHT MISUNDERSTANDING

Once there was a Frenchman who was on holiday in England on a walking tour. He had walked many miles and was greatly enjoying his holiday. He could not, however, speak any English.

One day he was out walking and it started to rain very hard. Quickly he hurried to the nearest village and went into the inn. It was lunch time and he decided he would have his lunch there while waiting for the storm to cease.

The innkeeper came to him for the order but the Frenchman had difficulty in explaining what he wanted for he spoke no English and the innkeeper spoke no French. The Frenchman wanted to have some mushrooms and at last he took a piece of paper and drew a mushroom on it and showed it to the innkeeper. Immediately the innkeeper nodded his head and went out. The Frenchman waited with much pleasure for the mushrooms which he was very fond of eating. After a while, the innkeeper came in smiling, carrying not a dish of mushrooms, but — an umbrella !

EXERCISE ONE

Now try these exercises :

(i) Write an account of a cricket match — The other team bats first — Dismissed for a low score — You think you will win easily — But several wickets lost quickly — Think you will lose — But last man in makes winning hit. (ii) An Adventure at Sea — A storm — Ship tossed about — Man falls overboard — Lowering of lifeboat — Man saved. (iii) A Camping Adventure — At camp — Near the woods — Dangerous snake seen — Fortunately it is quickly killed.

EXERCISE TWO

Last year you also wrote some stories from outlines which were given to you. Here are some more story outlines. *Write these out as proper stories.* Remember again to be careful to use complete sentences with verbs in the correct tenses and to see that finite verbs agree with their subjects. Make sure, too, that your punctuation is correct and separate the story into paragraphs. *Give each story a title:*

(i) Man comes to a restaurant — asks restaurant manager if he can give him a meal for his money — manager says yes and gives guest a good meal — when he has finished the man offers an eight anna piece in payment. The manager very angry — man replies that the manager agreed to give him a meal for his money — manager calms down and asks man to play the same trick on the manager of the restaurant in the next village — man replies he has just come from that manager who had told him to come here.

(ii) A man rode on a donkey with his son walking beside him — another traveller tells them it is wrong for the father to ride while his son has to walk — so they change positions, the son rides and the father walks — soon another traveller tells them it is wrong for the young son to ride while his father has to walk — so they both ride on the donkey — soon somebody else tells them it is cruel to the donkey for two people to be riding it — so both get off and the two then carry the donkey — everybody laughs at them — so they put the donkey down and lead it — the people say how silly it is to have a donkey and not ride it — so you can never please everybody.

(iii) City mouse lives in a hole in a big house — goes to visit a friend in the country — friend lives in a wood of oak trees — plenty of acorns to eat — city mouse soon tired of acorns — talks of the fine food in the kitchen — invites the country mouse to live with her — they return together to the city — get into the kitchen — nibble bread and cheese and fruit — the country mouse has never tasted such fine food — a servant chases them with a big stick — escape just in time with beating hearts and staring eyes — country mouse decides to go home the same night — back in her nest in the wood — feels tired but very safe and happy — thinks acorns are very nice.

(iv) Ulysses the king of a Greek city on a distant island — goes to fight against Troy — leaves his wife and home and friends and a little puppy named Argus, his special pet — Argus waits for his master's return — war lasts ten years — ten years more of wandering and adventure by sea and land — Ulysses comes back as an old beggar — recognized by none, not his wife nor his son, nor his servants — by the gate lies an old dog — takes no

notice of anyone — so old he seldom moves or barks — has watched for his master for twenty years — the beggar passes through the gate — Argus lifts his head — wags his tail — barks for joy — falls down dead.

(v) King of Persia comes to conquer the little city states of Greece — huge army — the men of Sparta plan to stop him at the Hot Gates — a narrow pass over the mountains — a small but determined army can bar a big one there — only way over the mountains except another secret path known to very few — the great Persian army camps below — fight resumed every day for a week — the Persians unable to get through the pass — a traitor shows the Persian king the secret path — in the morning the Persians are on both sides — many Greeks escape before they come — the Spartans determined to fight till the end — seen sitting on the rocks carefully combing their hair — Persian king surprised and amused — warned by one who knows the Spartan customs — a terrible fight is to be expected — the Spartans only comb their hair when they are expecting to meet their gods — fight till all the three hundred Spartans die and three times that number of their enemies.

LESSON III

WRITING LETTERS

Let us now revise some of the things you have already learnt and also talk about letter writing in greater detail.

Always remember that a letter is more than just a means of information. It shows your character and ability. Whenever you write a letter, just as whenever you speak, you show to others a great many things about yourself. You will make a very bad impression on people if you write carelessly and do not take the trouble to make sure that what you have written is correct.

Letters fall into three main groups; informal, formal and business letters. Let us take them in turn.

A. Informal letters.

An informal letter is a private personal letter such as one written to your parents, to a relation or to a

friend. You all have friends and when you are away from them you write and tell them about your experiences and what you are doing. When writing to your friend you should try to write as if you were talking to him or her.

Therefore in your letters, as at all times, you should above all be natural. Do not try to impress by using flowery language or a lot of unnecessary long words. On the other hand, do not be careless. A letter is much easier to read if it is neatly written, tidily paragraphed and correctly spelt. Untidiness and spelling errors are confusing and irritating. Always try to avoid them. If you are not sure how to spell a word always look it up in a dictionary. Then next time you are more likely to remember it. Try to write as you speak and make the letter as interesting as possible for your friend. Be perfectly natural.

4, Parvatty Road,
Poona,
1st February 1958.

My dear Vasant,

Your aunt has just reminded me that your birthday comes next week, so I am writing to ask what birthday present you would like from us. I know you are very fond of reading detective stories but you buy enough of those for yourself and I do not propose to add to your collection of books about crime and murder. I remember, however, that when I saw you last, you were eagerly reading about the Everest Expedition, so perhaps a book on mountaineering would be a good choice. How about the life of Tenzing? Would you like to have that? Or perhaps you would prefer a football or a game. Write and let me know immediately; otherwise don't blame me if you get the wrong present.

Your aunt is going to Bombay for the Dance Festival next month, so she will be with you all soon. I have no time for festivals, but will probably have to make a business trip to Bombay some time later.

Remember me to your parents and don't forget to write by return of post, telling us just what you would like.

With best wishes for a happy birthday from both of us,

I am,

Your affectionate uncle,

Dadoo

Laxmi Nivas,
Sandhurst Road,
Bombay 5,
3rd February 1958.

Dear Uncle Dadoo,

Thank you very much for your letter. It is very kind of you and Aunt to ask me to choose a birthday present from you both. I think the life of Tenzing is a splendid choice. I shall love to have it and to read it.

I hope you don't think that I read nothing but detective stories. I really haven't a collection of "books about crime and murder". For one thing I don't buy detective stories, I usually borrow them. For another, those that I read are not about the crime but about the detection of it. The murderer isn't the hero, the detective is. Don't you think that makes a difference? It's quite an education following all the clues. I think you should be glad that I am learning to take so much interest in observation and inference! I am sure you read Sherlock Holmes and Father Brown in your schooldays. Most of the detective stories I possess are old books belonging to you and Father!

I have read by now several books about Hunt's expedition to Everest and some others too. Do you know the names of all the six men who have stood on the top of Everest? Of course you know Tenzing and Hillary but how about the others? I know them because I have just read about the Swiss expedition to Everest and Lhotse. Father got the book from the Library, and I did enjoy reading it.

We are very glad to hear that Aunt Vimala is coming to stay with us next month. Mother will have a good time, going about with her. We are looking forward to her coming.

Father and Mother send their love to you and Aunt.

With many thanks to both of you,

Your loving nephew,
Vasant

5 Harvey Raod,
Bombay 7,
8th March, 1958.

Dear Ramesh,

Did I leave a book on Indian birds at your house yesterday? It is a big book with beautiful coloured pictures. I do hope that you have found it and will let me know immediately about it. It isn't mine; a friend had just borrowed it from the library of the Natural History Society and I had taken it from him to show it to my sister who is very much interested in watching birds. I was going to return it the next morning, and now I don't know how I shall face my friend.

The last thing I remember about it is that I put it away on a high shelf when you brought out the "gulab jam". I was so afraid someone might touch it with sticky hands.

Do please let me know if you have found it. If it is lost, I fear I shall never enjoy "gulab jam" again! I am really quite anxious about it, as it is a valuable book and not easy to replace.

Yours very sincerely,
Manohar

Gibbs Road,
Bombay 6,
10th March, 1958.

My dear Manohar,

You can continue to eat gulab jam happily. The book on Indian Birds is quite safe with us. But I shall keep it a day or two longer. Mother is in bed with a bad cold and she is enjoying herself turning over the pages and looking at the pictures.

Even if the book had been lost, I don't believe you would have given up eating gulab jam. I know how much you like them. Drop in and eat some more tomorrow. We usually have a fresh lot at the week-end.

Yours always,
Ramesh

EXERCISE ONE

Now try these exercises:

(i) A close friend of yours has gone to England. Write and tell him some of the things you have been doing while he has been away. You can also talk about things that have been happening in India that might interest him. (ii) You have gone away to camp for a week. Write to your parents telling them how you are

getting on and what you are doing. (iii) A friend would like to spend a week's holiday at a hill station. You were there last year and he has written to you asking if you can give him advice about the journey, the places of interest, and the kind of accommodation available. Write your reply. (iv) Write a letter to a friend who lives in another part of India and describe the school you attend.

B. Formal letters.

A formal letter is one written to someone whom you do not know or whom you know only a little. It gives particular information or makes a particular request.

Business letters are also formal letters but as they are a special kind of formal letters we will consider them under a special heading. What we have to say here about formal letters will apply also to business letters.

A formal letter is not so long and not so chatty as an informal one. You must simply say what is necessary to say and no more. There are therefore certain requirements that are specially important. A formal letter should be :

Clear : A letter should be clear at the first reading. It should not be necessary to have to pick out the meaning.

Courteous or polite : Always be courteous. Tact is absolutely necessary. Even if it is necessary to use strong words in a letter because of some complaint it should still be done politely. We should always try to avoid hurting anyone's feelings and should always try to look at a problem as the other person would look at it.

Complete : The letter must tell the reader exactly what he needs to know. If you do not give complete information then a lot of time is wasted as further letters have to be written in explanation.

Concise or brief : A letter must be no longer than necessary. Every sentence in it must be to the point. Say what you have to say in a simple manner and do not write anything which is unnecessary and off

the point. Your letter must be clear, polite, complete and brief.

These, then, are the four main qualities to aim at in a letter. When you have written the letter you should then re-read it. No letter should ever be sent without having been read through to make sure that there are no errors and to be certain that the letter is clear. Ask yourself if you have said clearly everything that is required. Also ask yourself if the letter is neatly and tidily arranged.

Paragraphs : A letter should have a short opening paragraph, and this should be followed by two or three more paragraphs varying in length. In these the substance of the letter should be expressed. Then a final paragraph should complete the letter.

A paragraph deals with one aspect of the subject only ; and as soon as a new aspect is introduced a new paragraph should be started. When in doubt, start a new paragraph.

Do not make all your paragraphs of exactly the same length. They must vary in length just as your sentences vary in length. Variety makes the letter attractive and interesting.

Normally begin with *Dear Sir* or *Dear Madam* or, if you have written letters to the person before you could say, for example, *Dear Mr. Bose* or *Dear Mrs. Bannerjee*. Remember that if you start with *Dear Sir* or *Dear Madam* you should end with *Yours faithfully*. If you start with *Dear Mr.* or *Dear Mrs. So-and-So*, you end with *Yours sincerely*.

If, however, you write a letter intended for publication in a newspaper you begin with *Sir*, and end with *Yours etc.* This is a special beginning and ending for letters to newspapers.

Now let us suppose you wish to go on a sea voyage. You will have to write to a shipping company to ask how much the passage will cost. Here is how your letter could be written :

6, Tilak Road,
Santa Cruz,
Bombay, 23.
20th May, 1957,

The East & West Shipping Company,
Passage Department,
10, Strand Road,
Bombay,

Dear Sir,

I am interested in obtaining a single passage to London in September 1957 on one of your passenger liners.

I should be grateful if you would send me details of the accommodation you will have available at that time and the sailing dates. Please also let me know the cost of the passage.

Yours faithfully,
A. C. Banerjea

EXERCISE TWO

Now try the following exercise :

(i) Write to the Manager of a hotel in a hill-station stating that you wish to go there and asking him to supply details of his rates. (ii) Write a letter to a newspaper saying that the Government should take some action to bring down the cost of living. (iii) You recently witnessed a street accident in which a car overtaking a lorry was struck by a car coming in the opposite direction. An insurance company has written to you asking you to write an account of what took place. Write a letter to them describing the accident. (iv) You are the Secretary of a Club. Write a letter to a member notifying him that his subscription is now due. (v) Write a letter to the editor of a magazine suggesting some features which you feel confident will improve both its circulation and its literary value. (vi) Write to the Registrar of a University asking him to send you particulars of the minimum entrance requirements for acceptance to a degree course. Mention your present qualifications and ask him if these are adequate.

C. Business letters.

What we have said about a formal letter, that it should be clear, polite, complete and brief, also applies to a business letter. You learnt last year that you must put your address at the top right hand corner of a letter with the date underneath. Sometimes people

forget to date their letters. This is a bad fault. Remember that a business letter is a record of what was intended. If a message is given only orally there may be misunderstandings later on and there will be no evidence that the message was clearly given. A correctly written record, however, will make the matter clear.

Even as an ordinary householder you will at some time or other have to write business letters. You may want your home re-decorated, for example, so you will write to a firm of decorators asking them to submit estimates for the work. Whenever you write a business letter there are certain points in addition to those mentioned when talking about formal letters, that should be observed.

Here is an example of a business letter :

The Manager,
Messrs. Deccor Ltd.,
7, Strand Road,
Bombay 1.

6, Tilak Road,
Santa Cruz,
Bombay 23.
27th May 1957.

Dear Sir,

Redecoration : 6 Tilak Road

I would like to have my bungalow at the above address re-decorated internally and externally. I am interested in having it in green and cream externally and in various colours for the different rooms internally. It is a four roomed bungalow with kitchen, bathroom and garage.

I should be grateful if you would send your representative to see the premises so that the matter may be discussed in greater detail and an estimate submitted by you.

It will be convenient for your representative to call on any afternoon this week.

I look forward to hearing from you.

Yours faithfully,
A.C. Banerjee

Here is the reply of the firm of decorators :

DECCOR LTD.
Builders & Decorators

Tel: 2379 11 & 12.
Your Ref:
Our Ref : KDE/576.
Shri A.C. Banerjea,
6, Tilak Road,
Santa Cruz,
Bombay 23.

7, Strand Road,
Bombay 1.
29th May 1957.

Dear Sir.

Internal & External Redecoration : 6 Tilak Road

Thank you for your letter dated May 27th from which we are pleased to note that you would like us to undertake the work of redecorating your home internally and externally.

We shall be happy to send our representative to see your property and discuss the matter in greater detail so that an estimate of the cost may be prepared which we shall submit to you for approval.

Our representative will call at 3-30 p.m. on May 31st. We hope this time will be convenient for you.

Yours faithfully,
DECCOR LTD.
G.T. Chandra,
Manager.

22 Laburnum Road,
New Gamdevi,
Bombay 7,
4th April 1958.

To

The Manager,
The Atlas Cycle Company,
Fort,
Bombay 1.

Sir,

The bicycle I bought from you last week has been found very defective in use. On the first ride I discovered that the back brake does not work properly and the front tyre has a slow

puncture. Moreover the enamel is badly scratched in several places. Under the circumstances I shall return the machine and I expect you to replace it with one in proper working order.

Your faithfully,
J. Karve

The Atlas Cycle Company,
Fort,
Bombay 1.
6th April 1958.

To

J. Karve, Esq.,
22 Laburnum Road,
New Gamdevi,
Bombay 7.

Dear Sir,

This is in reply to your letter of the 4th April 1958 regarding a bicycle purchased from us. We are surprised to hear that the machine has the defects you report. Are you sure that no one has used the cycle without your knowledge and has caused the damage, perhaps as the result of a minor accident?

We are inquiring into the matter and have instructed our agent to call upon you and inspect the cycle. If the damage has really been caused at our end, we shall replace the machine by another one.

Yours faithfully,
L. Benjamin
for Manager

Here you see the essential parts of a business letter from a firm :

1. Address of sender in top right hand corner.
2. Name and address of person to whom letter sent.
3. References for filing purposes.
4. Date.
5. Salutation, e.g. Dear Sir.
6. Heading (to facilitate reference).
7. Letter — neatly separated into paragraphs.

8. Conclusion, e.g. Yours faithfully.
9. Identity of the sender and office held, if any.

EXERCISE THREE

Now try the following exercises:

- (i) You would like to take out a Life Insurance Policy. Write a letter to an Insurance Company asking them to send you details.
- (ii) You wish to buy a certain book but you have been unable to find it in the bookstalls. Write a letter to the publishers asking them if it is available.
- (iii) Write a letter to a Radio company asking them to send you details with prices of the different types of radio sets they have for sale.
- (iv) Write a letter to the Manager of a company asking him if he has any vacancies in his company and whether he would consider you for a post. State your qualifications and experience.

LESSON IV

COMPREHENSION AND PRECIS WRITING

A. What are the uses of Precis Writing?

A famous writer of essays, Francis Bacon, gives a useful piece of advice: "Reading makes a full man; conversation, a ready man; writing, an exact man."

Last year you were given exercises in comprehension i.e. you learnt to read a passage carefully and to answer questions set on it. These exercises in comprehension gave you training in careful reading as well as in correct expression.

An exercise following on this is that of writing a summary or precis of a passage in shorter form. *Precis* is a French word related to the English word *precise* or *exact*. Summarizing provides mental training in picking out essential ideas and expressing them clearly and concisely. Learning to summarize is useful for many purposes. In everyday life people often have to make summaries of speeches or of whole chapters of a book. Moreover, it is always helpful

to be able to grasp the gist of any writing, and to express the main ideas briefly and precisely without omitting anything essential.

B. How to set about it.

Let us see how you should set about this kind of exercise. First of all, you must read the whole passage slowly and carefully at least twice to make sure that you have got the central situation or idea and what the passage is about. Then read it and as you read, enumerate the points made. Next consider which of them are essential to the meaning. If the same idea is repeated in a different way, the repetitions must be omitted. If there is much descriptive detail only the most interesting or vivid points should be included.

This process of striking out the inessential points may have to be repeated more than once. Finally you must put together as a piece of continuous writing the points that you have decided to retain. You will find it useful to jot down the main points briefly as headings, before you set them out again in continuous writing.

Students are often set comprehension questions on a passage and are then asked to summarize it. This is helpful because the questions enable you to grasp the main points. If there are no questions, you will find it useful to ask yourself some. If it is a descriptive and narrative passage, think about whom or what it is, where and when the action takes place, what happens first and what follows. If it is a reflective passage, think what the central idea of the passage is and how it is brought out.

In the beginning you will probably find it difficult to omit anything at all; but you will learn by repeated attempts with the same passage how to reduce it to about half its length. Then see if you can strike out any further points that are not absolutely necessary. Most passages that are set for precis can

be reduced to about a third of their original length. Of course the precis or summary will not be as interesting and vivid as the original passage. But the writing of the summary tests your comprehension of the original passage as well as gives practice in clear, simple, concise expression.

You should remember that if you reproduce long and difficult expressions from the original passage, the examiner cannot be certain that you understand what you are saying, so you should use simple language. If there are some words in the original passage that are new to you, you can usually guess the meaning of the word from the context, and then look it up in the dictionary to see if you are right. Moreover, the meaning of a particular word may not be absolutely necessary to the understanding of the passage as a whole; so you should not be worried if you are writing a summary in an examination paper and are not allowed to use a dictionary.

Here are two examples, one of a narrative and descriptive passage, the other of a reflective passage. Of course, one person's version of the summary of a passage will differ from another's in language.

EXAMPLES

1. It was a wonderfully lovely quiet night with no light save that from the stars. One immense planet shone pre-eminent in the purple sky, throwing a golden path down on to the still waters. Quantities of big fish sprang out of the water, their glistening silver-white scales flashing so that they looked like flashing swords. Some bird was making a long, low booming sound away on the forest shore. I paddled leisurely across the lake to the shore on the right, and seeing some large glow-worms crawling on the ground I drove the canoe on to the bank among some hippo grass, and got out to get them.

While engaged on this hunt I felt the earth quiver under my feet, and heard a big soft soughing sound, and looking round saw I had dropped in on a hippo banquet. I made out five of the immense brutes round me, so I softly returned to the canoe and shoved off, stealing along the bank, paddling under water, until I deemed it safe to run out across the lake

for my island. I reached the other end of it to that on which the village is situated; and finding a miniature rocky bay with a soft patch of sand and no hippo grass, the incident of the Fan hut suggested the advisability of a bath. It would be a long time before I got another chance, so I went ashore again, and carefully investigating the neighbourhood to make certain there was no human habitation near, I then indulged in a wash in peace. Drying oneself on one's cummerbund is not pure joy, but it can be done when you put your mind to it.

(From *Travels in West Africa* by Mary Kingsley)

Thinking it over.

When you have read the passage through, you notice some things about the person, the scene and the action. The writer is a woman (you know that only from her name at the end, *Mary*), a traveller or explorer. The tropical forest, the canoe on the lake, and the hippopotami (you can also say hippopotamuses) suggest Africa. (Why not India?) You can guess the meaning of the phrase, hippo grass; it must be tall grass eaten by hippopotami. In her desire to get the glow-worms she steps out near it. But the second time she lands, she makes sure that there is no hippo grass. Why?

What detail tells you that the hippopotami are alarmingly big and heavy? They have come to eat the grass, so the word *banquet* must mean a meal of some kind; actually it means a feast. The words *soughing* and *booming* are onomatopoeic; you can partly guess the meaning by the sound of the word. The word *soughing* stands for the soft sighing sound made by the hippopotami as they eat the grass; it is usually applied to the sound made by the wind among the trees; *booming* is a deep prolonged sound usually made by the long-necked marsh bird called the bittern. We do not know what the incident in the Fan hut was; but the writer wants to bathe after it, so it must have made her feel dirty.* It is not diffi-

* Actually the Fans were a cannibal tribe and in the Fan hut she had found in a bag the fingers and thumb of a human hand.

cult to guess the meaning of the word *cummerbund*; it is a sash round the waist.

We may sum up the scene and incidents in the title.

Title : Night in the African Forest.

Points : Lake in a forest — the writer in a canoe — quiet starlit night — leaping fish and a bird calling — lands near hippo grass to get glow-worms — earth shakes around her — five hippopotami eating near her — goes off quietly — feels dirty after the Fan hut — finds a quiet bay and bathes.

Precis or Summary.

The writer relates that she was out on a canoe on a lake on a quiet starlit night. Fish were leaping out of the water flashing silvery in the darkness, and a bird was calling from the shore. Getting out to gather some large glow-worms, she found herself among a number of great hippopotami feeding in the tall grass. She stole away and rowed across the lake to a quiet bay. She was feeling dirty after her experience in a Fan hut, so she took the chance to bathe after making sure that there were no people and no hippo grass.

2. It is physically impossible for a well-educated, intellectual, or brave man to make money the chief object of his thoughts; just as it is for him to make his dinner the principal object of them. All healthy people like their dinners, but their dinner is not the main object of their lives. So all healthy-minded people like making money — ought to like it, and to enjoy the sensation of winning it; but the main object of their life is not money; it is something better than money. A good soldier, for instance, mainly wishes to do his fighting well. He is glad of his pay — very properly so and justly grumbles when you keep him ten years without it — still his main notion of life is to win battles, not to be paid for winning them. So of the doctors. They like fees no doubt, ought to like them; yet if they are brave and well-educated, the entire object of their lives is not fees. They, on the whole, desire to cure the sick; and if they are good doctors, and the choice were fairly put to them, they would rather cure their patient, and lose the fee, than kill him and get it. And so with all other brave and rightly-trained men; their work is first, their fee second — very important no doubt, but still second. But in every nation, as I said, there are vast numbers of people who are ill-educated, cowardly, and more or less stupid. And with these people just as certainly the fee is first, and the work second, as with brave people the work is first and the fee second.

From *The Crown of Wild Olive* by John Ruskin

(Slightly adapted)

Thinking it over.

This is a reflective passage: so let us look for the sentences that unfold the central idea. The first sentences convey the idea that the main object of a man's life is not making money but doing his work well. The comparison with dinners is amusing but we may not have space to retain it in the precis. Two illustrations are given: one from the soldier's profession the other from the doctor's. The last sentence reinforces the first, contrasting two types of men.

We can try to sum up the central idea in the title.

Title : Work before Wealth.

Points : Money and dinner both enjoyed by healthy people — but not their chief object in life — good work the chief object of brave intelligent men — the good soldier's purpose to win victories rather than to be paid for them — the good doctor seeks to cure the sick with or even without fees — so with members of other professions — work before money — The reverse with stupid, cowardly, ill-trained people.

Precis or Summary.

Healthy people enjoy making money as they enjoy their dinner ; but neither money nor dinner is their chief aim in life. The chief aim of all brave and intelligent men is to do their work well. A soldier expects to be paid at the proper time ; but he fights to win victories, not to be paid for them. A doctor must be given his fees, but he would rather cure a patient without a fee than kill one for a fee. Good and honourable men of all professions put their work before their reward. It is only cowardly and stupid men who put their fee before their work.

Two more examples are given of how passages may be summarized.

1. Scientists tell us that there is no life on the moon. It may be argued that there can be no direct evidence of this. The moon is so far from the earth that our most powerful telescopes would not reveal even the tallest trees or heaviest elephants if these existed there.

Yet we can reasonably be sure that life is absent on the moon. For life, vegetable, animal or human, cannot exist without water. Unless there is evidence of water on the moon we can take it for granted that life as we know it does not exist there.

Now if anyone were to reach the moon and look back from it to the earth, his telescope would reveal the presence of water. The great areas of oceans, seas, even large lakes and the long ribbons of the rivers would appear as smooth clear expanses differentiated from the land. Moreover the surface of the earth would very often appear blurred and obscured by clouds and mist and the cloudy envelope would be seen to be moving and changing constantly.

But when we look at the moon from the earth, there is absolutely no sign of water. The telescope reveals no smooth coloured patches that contrast with the rugged surface of the land. Moreover when the moon is above our horizon, it can be seen always with the same distinctness, so it can have no atmosphere. No clouds, mist, rain ever blur any part of the visible surface. Nor does the detail of the surface ever alter through the seasons, as it might if parts were covered periodically by a thick carpet of vegetation or of snow.

The moon, therefore, is a dismal waterless world, all land and no water, without clouds or atmosphere, a world of barren mountains and desolate plains. Hence it can be safely concluded that life as we know it cannot exist on the moon.

Title : The Moon, a lifeless World.

Points : No life on the moon — impossible to see animals or trees — telescope would reveal water — no signs of water surfaces — no cloudy envelope — always clear — a waterless desert.

Precis or Summary.

The moon must be a lifeless world. It is true that the moon is so far from the earth that no telescope would reveal living things on it. But signs of water would be visible through the telescope. Seas and oceans would appear as smooth clear expanses, rivers as long lines, contrasting with the rougher surface of the land. But the telescope only reveals barren mountains and desolate plains. There are no seasonal changes of the surface such as might be caused by a periodic covering of vegetation. Moreover the surface always has the same distinctness and there is no sign of a cloudy envelope of air in constant motion; no detail of the surface is ever obscured by cloud. The moon is therefore a waterless desert incapable of supporting life as we know it.

2. *You watch figures in the fields, digging and delving with spade or pick. You see one of them from time to time straightening his loins and wiping his face with the back of his hand. Is

*The class should, of course, be told that Millet was one of the first painters to introduce into his pictures of landscapes the figures of the peasants - ploughmen, sowers, reapers, binders - at work in the fields.

that the gay lively labour in which some people would have you believe? Yet it is there that for me you must seek true humanity and great poetry. They say that I deny the charm of the countryside; I find in it far more than charms — I find infinite splendours. I see in it, just as they do, the little flowers of which Christ said that Solomon in all his glory was not arrayed like one of them. I see clearly enough the sun as he spreads his splendour amid the clouds. None the less do I see on the plain, all smoking, the horses at the plough. I see in some stony corner a man all worn out, whose panting gasps have been heard since daybreak, trying to straighten himself a moment to get breath.

Jean Francois Millet

Points.

Spectacle of the workers in the fields — no gay easy labour — Millet accused of denying the charm of the countryside — his reply — sees the beauty of flowers and sunset but also the poetry of humanity.

Precis.

Millet notices in the fields the figures of the weary toiling workers. People argue that his pictures do not show the charm of the countryside. He replies that he sees the beauty of wild flowers and the splendour of the sunset; but against this background he sees and reveals the poetry of struggling toiling humanity.

In the exercises that follow, read each passage carefully and answer in complete sentences the questions set after it. In each case, give a title to the passage, unless it has one already. Finally when your teacher requires it, write a summary of the passage, reducing it to about a third of its original length.*

1.

The civilization of England and Europe goes back to the Mediterranean civilizations of ancient Greece and Rome. In ancient times, Greece was made up of a number of citystates, of which the leading city was Athens. Between 500 and 400 B.C. there lived in

*It is not necessary that the pupils should write summaries of all the passages set for comprehension. The teacher will prefer to make his own selection.

Athens a number of great men, statesmen, philosophers, artists, sculptors, dramatists, who influenced all Europe two thousand years later and whose influence has lasted till this day.

Wisest among them was Socrates, the great philosopher and teacher. He was a strong man with an ugly face and body and a wonderful mind and character. He had fought in the wars in his youth, and later gave all his time to thought and philosophy. Above all things in life he valued truth and wisdom. Socrates did not write books nor did he give lectures. His method of teaching was quite different. He went round the city, talking and asking questions. He questioned all he met about their daily life and their ideas of right and wrong, good and evil, justice and injustice. He wanted men to think for themselves and not to take anything for granted. All thoughtful men loved and respected Socrates as the wisest man of his age. But there are always a great many people in the world who do not want to take the trouble to think. They like to believe what everybody believes and to repeat what everybody says. They are afraid to think for themselves and this fear makes them cruel and stupid. Gradually such people began to fear and hate Socrates. They said he was corrupting the character of the people. In 399 B. C. when he was nearly seventy years old, he was accused and tried by the Athenian Assembly on this charge and condemned to death by poisoning.

"No harm can come to a good man in life or in death," Socrates had said in a discussion; and now, awaiting death in prison, he was calm and cheerful as usual. His friends came with a plan that he should escape from the city. This would not have been difficult; for even the men who had condemned him did not want the shame of killing him. They only wanted to get rid of him. But Socrates refused to escape. He had always thought it right to uphold the laws and he would not now break them. On the last

day he continued to talk cheerfully with his friends on the problems of life and death until the jailor entered weeping, with the cup of poison, "Socrates," he said, "I have found you the most noble, great and good of all who came here. So now, farewell." Socrates drank the poison, walked about for a time and then lay down to die, as calm and cheerful as he had always lived. Plato, his great pupil, said of his death: "Thus died the man who was in death the noblest, in life the wisest and most just."

1. *Answer the following questions in complete sentences :*

(a) (i) Which is older, the civilization of North and Western Europe or that of Mediterranean Europe? (ii) Which was the city of ancient Greece that made a great contribution to civilization? (iii) Which was a famous period in the history of Athens and why?

(b) (i) Describe Socrates. (ii) What was the Socratic method of teaching? (iii) Why did people love and respect Socrates? (iv) Why did others grow to hate him?

(c) (i) What charge was brought against Socrates? (ii) How was the sentence of death carried out in ancient Athens?

(d) (i) How did Socrates occupy himself in prison? (ii) Why would it have been easy for him to escape? (iii) Why did he refuse to escape? (iv) Why did the jailor weep as he brought the poison? (v) How did the jailor describe his prisoner? (vi) How did the great philosopher Plato describe his master, Socrates?

2. *Word Study.*

(a) *Find words in the passage for the following types of men :*

(i) one who manages public affairs, (ii) one who is concerned with the search for knowledge and wisdom, (iii) one who practises the fine arts, especially painting, (iv) an artist who makes statues, (v) a writer of plays.

(b) *Find words in the passage connected with a court of law and explain their meaning.*

(c) *Form sentences using the word 'charge' in at least three different meanings.*

3. *Give a title to the passage.*

or

Summarize the passage in about a third of its length, giving it a title.

2.

Fifty years after the death of Socrates, life in the Greek cities had lost some of its old greatness. At

this time, a strange-looking man could be seen in the streets of Athens. This was the philosopher, Diogenes. He was very thin, with very few clothes and untidy hair. He had no home, but at night he slept in a large tub. His only food was a small quantity of coarse bread. In summer he might be found rolling in burning sand, in winter clasping statues of cold stone. All these peculiar things he did as a protest against the luxury and weakness, as a result of which the Greek cities were losing their strength.

Diogenes is not in the same rank as the great Greek philosophers; he made no contribution to the thought and wisdom of the world. But he had an independent character and mind; and his life and teaching emphasized the need for simplicity and self-control at a time when the Greek cities needed such teaching. Macedonia, under Philip and his famous son Alexander, had conquered the Greek cities. The young Alexander heard of Diogenes' independence of character and sharp wit, and wanted to see him; but the old philosopher could not be bothered to pay visits to kings. Finally, Alexander came to visit Diogenes and found him basking in the sunshine outside his tub. The young conqueror waited for a greeting but the crusty old philosopher took no notice of him. At last Alexander introduced himself saying, "I am Alexander, the King." "And I am Diogenes, the philosopher," came the answer in a tone of perfect equality. At his departure the king asked, "How can I serve you, Diogenes?" "You can stand out of my light!" was the famous reply.

1. *Answer the following questions in complete sentences.*

- (a) (i) At which time were the Greek cities greater and stronger, during the life of Socrates or that of Diogenes? (ii) Describe Diogenes. (iii) What were some peculiar things that he did? (iv) Why did he behave like this?
- (b) (i) What qualities was Diogenes trying to teach the Greeks? (ii) Who wanted to see Diogenes and why? (iii) Why did not Diogenes visit Alexander? (iv) Where did Alexander

find Diogenes ? (v) Who spoke first, Diogenes or Alexander ?
(vi) Why could Alexander do nothing for Diogenes ?

2. Find words from the passage for the following :

(i) rough and of poor quality, (ii) unusual, (iii) objection,
(iv) intelligence and quickness of mind, (v) to enjoy warmth
and light.

3. Give the passage a suitable title

or

Write a summary of the passage in about a third of its length.

3.

The slimy brown earthworms that crawl about our fields and gardens are among the humblest of nature's creatures. They are certainly not beautiful to look at, nor do they appear to be of any use to man. Yet these little worms are the farmer's best friends, for they are nature's ploughmen. As they move in and out of the ground, they turn over the soil again and again and so keep it soft and fertile. Lands in which these worms have been destroyed, perhaps by floods, become hard and lose their fertility.

Worms live about a foot and a half underground, and it is this top layer of soil that is affected by their presence. They usually come out to feed in the night, as in the day time their many enemies, birds, frogs, lizards would make short work of them. As they push down into the ground they fill their mouth with earth which passes through the body and out from the tail in what is called a worm cast. This constant formation of hundreds and thousands of tiny coils of earth helps to crumble the surface and brings up new layers of soil on which plants can feed. Moreover, as the worms tunnel into the ground, their burrows form air passages for the soil and soften it, so that the tender young rootlets can make their way down. The worms also drag down leaves and decaying vegetable matter to feed on, and in this way too they help to fertilize the soil.

Each little worm individually may seem too small to be a really useful ploughman for man's purposes,

but the work of countless millions of busy worms helps to keep the whole surface of the earth constantly cultivated. There are about twenty to thirty thousand to the acre, and they turn up about thirty tons of earth every year and so prepare the soil for plants to grow. The great biologist, Charles Darwin, after watching the enormous amount of work done by these small diggers of the soil, said that worms have played a more important part in the history of the world than any other animal. For mud or soil is the most important of minerals to man, because it is in soil that plants grow; and worms are makers of soil.

1. Answer the following questions in complete sentences.

(a) (i) Why do people dislike earthworms? (ii) How are earthworms nature's ploughmen? (iii) Why do lands lose their fertility if the worms are destroyed?

(b) (i) When do the worms feed and why? (ii) What is a worm cast? (iii) Describe the action of the worms in crumbling the soil. (iv) How does their activity help plants to grow? (v) How do they increase the fertility of the soil?

(c) (i) Who was Charles Darwin? (ii) What is the name given to the science of life and living things? (iii) In what sense have worms played a more important part in the history of the world than any other animal? (iv) In what way are they even more useful to man than cows or sheep?

2. Word Study.

(a) Find words from the passage for the following:

(i) cause a change, (ii) a hole in the ground made by an animal, (iii) break up into very small pieces, (iv) something that is neither animal nor vegetable.

(b) (i) Give abstract nouns corresponding to the following :
active, fertile, cultivate, destroy.

(ii) Give agent nouns corresponding to the following :
plough, dig, cultivate, biology.

3. Give a title to the passage.

or

Write a summary of the passage in about a third of its length, giving it a suitable title.

Those of us who live in the plains of India cannot fail to notice the great increase in the bird population from September to April. These winter visitors come to the plains from our own hills, from other countries and even from other continents.

One of the most interesting topics of Natural History, on which further investigation is needed, is the migration of birds and animals. Birds particularly attract attention by the feats of travel that they undertake. Birds do not emigrate, as locust swarms do, because there are too many in a region. The long and dangerous journeys undertaken by many species are always a two-way journey from the colder to the warmer locality and back again in the course of the same year. The colder area is always the birds' real home; for that is where it makes its nests, lays its eggs and rears its young till they are able to fly.

We do not know what warns the bird of the coming change in the weather or how it finds its way through the trackless air over both land and ocean. Often the bird returns to the same district, town, village, lake, garden even, year after year.

Besides the observations of naturalists, lighthouse keepers and mountain climbers, migration is being studied by the method of ringing. Birds are caught in large numbers, and a light aluminium ring is attached to the leg, with a number, date and the address of the ringing station. A crane ringed in Germany as a nestling was recovered in the same year in Bikaner, having travelled a distance of about 4000 miles in the first year of its life. A coot ringed in Indore was shot in Russia after a journey of 1500 miles which must have been over the Himalayas. A teal ringed in Western Siberia, probably as a nestling, in July, was recovered in December in the U.P. So it had flown 1500 miles in the first year of its life. A grey wagtail, probably coming over the Himalayas, was ringed in his garden by a Bombay naturalist.

For five years it returned, in the second week of September, to the same small lawn in a suburban garden.

How do these small creatures, often weighing only a few ounces, manage these wonderful journeys, sometimes over the high Himalayan passes, sometimes over the ocean which can afford them no resting place? Nature has provided birds with a specially efficient respiratory system. Besides lungs, birds have air sacs in their bones that provide an additional supply of air. In the course of flight, the movement of the bird's wings drives air into its system, so that a bird never gets out of breath. Even then some of the flights are astonishing feats of endurance. The Japanese Snipe breeds only in Japan, but spends the winter in East Australia, flying 3000 miles in a non-stop flight over the ocean. The Himalayan Woodcock, a bird of the hills, winters in the Nilgiris in South India and has never been seen in between. So it must cross the length of India in one hop. The record for long distance flight, however, is held by the Arctic Tern, which breeds in the Arctic and in the Arctic winter travels across to the Antarctic summer, covering twice a year a distance of eleven thousand miles.

1. *Answer the following questions in complete sentences :*

(i) Does the bird population of Bombay increase in the hot season or the cold season? (ii) How is migration different from the movement of a locust swarm or from the emigration of human beings? (iii) Which is the migrant bird's true home, the hotter or the colder land? Justify your answer. (iv) Mention two unsolved problems of migration. (v) Who have contributed to the study of migration? (vi) Describe the use of ringing to obtain knowledge of migration. (vii) How is a bird's respiratory system specially efficient? (viii) Give at least one example of (a) a remarkable long-distance flight, (b) regularity in migration.

2. Word Study.

Find words from the passage for the following :

(i) flat country, (ii) number of inhabitants of a place, (iii) inquiry, (iv) a difficult achievement, (v) kind or group (of plants, animals, etc.), (vi) breathing.

3. Give a title to the passage.

or

Write a summary of the passage, reducing it to about a third of its length and giving it a suitable title.

5. THE VILLAGE FIRE BRIGADE

One evening, on going up to wind up the church clock, the bell-ringer noticed in the distance behind the dark belt of the forest, a strange blaze of light against the sky. Without stopping to think, he rushed down from the clock tower and ran into the street shouting, "Fire, fire!"

Warned immediately by a neighbour, the captain of the local fire brigade arrived in great haste. He climbed up the narrow staircase of the tower four steps at a time followed by several citizens of the little French market town. The bell-ringer had told the truth, a strange light reddened the sky towards the east; there was no doubt about it; a fire had broken out there.

The fire-brigade set out, its four horses clop-clopping up the hill road in the direction of the woods, the horses going as fast as possible. The captain and his men were in no mood for conversation; besides, the noise that the fire-engine made on the road prevented them from hearing one another's voices.

However, they would soon arrive at the summit of the hill; from up there, the spot where the fire had broken out would be clearly visible and they would gallop their horses to it as fast as possible. The light seemed to be growing more intense; and standing on the fire-engine, the men watched breathlessly. At last, they were at the top from where they saw, rising majestically, a magnificent red moon which was empurpling the whole sky around it.

For a long time afterwards the fire was the chief topic of the village jokers; and for a long time the subject remained a sore spot for the heroes of this story.

And even now, though years have passed, none of them can see a full moon rising and lighting up the sky without a violent desire to shake their fist at it.

1. *Answer the following questions in complete sentences:*

(i) Why had the bell-ringer climbed to the top of the clock tower? (ii) What made him think that he had seen a house on fire? (iii) How was it that the captain of the fire-brigade arrived so quickly? (iv) What did the captain do to make sure that the bell-ringer had told the truth? (v) Why were the men silent while the engine was climbing the hill? (vi) What were they expecting to see when they got to the top? (vii) What would they have done if they had seen the spot where the fire had burst out? (viii) What did they actually do after they got to the top of the hill? (ix) Why did the village people make fun of the firemen? (x) What effect did the sight of a full moon always have on these firemen and why? How did they want to show their anger? (xi) In what country did this incident take place? How can you tell that it was probably not a recent occurrence?

2. *Word Study:*

(a) *Find from the third and fourth paragraphs words for the following:*

(i) an onomatopoeic word for the heavy sound of a horse's hoofs, (ii) talk, (iii) top of a hill, (iv) that which can be seen, (v) very strong or great, (vi) having dignity and nobility like a king, (vi) grand or splendid, (vii) turn purple.

(b) *Make verbs from:* (i) red, (ii) purple; *and nouns from:* (i) direct, (ii) prevent, (iii) magnificent.

3. *Write a summary of the passage in about a third of its length.*

6.

I had planned, after my first voyage, to spend the rest of my days at Baghdad, but it was not long before I grew weary of an inactive life, and I put to sea a second time, with some merchants. One day we landed on an island covered with several sorts of fruit-trees, but we could see neither man nor animal. We walked in the meadows along the streams that watered them. While some amused themselves gathering flowers, and fruits, I took my provisions, and sat down near a stream between two high trees, which

afforded a delightful shade. I made a good meal, and afterwards fell asleep. I cannot tell how long I slept, but when I awoke, the ship was no longer in view.

In this sad condition, I was ready to die with grief. I cried out in agony, and threw myself upon the ground, where I lay for some time, overwhelmed by suffering. Presently I roused myself from my despair and climbed a tree in order to get a better view of my surroundings. When I gazed towards the sea I could discern nothing but sky and water; but looking over the land I saw something white; and coming down, I took what provisions I had left, and went towards the object, which was so distant that at first I could not distinguish what it was.

As I approached, I thought it to be a white dome of a prodigious height and extent. I drew near and walked round it; but found no door to it; and I found that I had neither strength nor activity to climb it, on account of its absolute smoothness. I made a mark at the place where I stood, and went round the dome, measuring its circumference; which was fifty full paces. I looked for some means of gaining an entrance into it; but could not find any.

By this time the sun was about to set, and all of a sudden the sky became as dark as if it had been covered with a thick cloud. I was much astonished at this sudden darkness, but much more when I found it was caused by a bird of a most extraordinary size, that came flying towards me. I remembered that I had often heard sailors speak of a marvellous bird called the roc, and thought that the great dome which had caused me so much wonder must be her egg. Shortly afterwards, the bird came down, and sat over the egg.

(From : *The Voyages of Sindabad the Sailor*)

1. Answer the following questions in complete sentences :

(a) (i) What had Sindabad planned to do after his first voyage? Why did he give up the plan? (ii) With whom did he set sail?

(iii) Describe the island where they landed. (iv) How did Sindabad get left behind ?

(b) (i) How did Sindabad feel when he woke up ? (ii) Why did he lie on the ground for some time ? (iii) Why did he climb a tree ? (iv) What did he see in the distance ? (v) Why could he not make out what it was ?

(c) (i) Describe the object. (ii) Why could not Sindabad climb on it ? (iii) How did he measure it ? (iv) Could he find any entrance to it ?

(d) (i) Did the sky darken because the sun had set ? (ii) Had a cloud come over the sky ? (iii) What was overhead ? (iv) Where had Sindabad heard of this marvellous bird ? How was it marvellous ? (v) What was the object that he had noticed before ? How did he know now what it was ?

2. Word Study :

(a) *Find words in the third paragraph that mean :* (i) great pain, (ii) crushed or overpowered, (iii) see something a long way off, (iv) food supplies, (v) make out the difference between one object and another.

(b) *Give the adjectives corresponding to :* (i) marvel, (ii) wonder, (iii) delight, (iv) activity.

(c) *Give the opposites of :* (i) ordinary, (ii) active, (iii) agony.

3. Give a suitable title to the passage,

or

Write a precis of the passage in about a third of its length and give it a suitable title.

7.

The bat is the only flying mammal in the world. Nobody knows why and how bats first took to the air. Probably they developed from some tree-dwelling, insect-eating, leaping animal that leapt farther and farther into the air after its prey. Being a furred creature, the bat could not develop long straight feathers, like the birds, with which to beat the air. Instead, the four fingers of the front limbs have grown extremely long, and a web of thin tough skin stretches from them to the body and tail, while only the short thumb is free. The hind feet, however, are quite free from the wing. A bat flies quite well and at a good speed with these wings. With the help of the sharp little claws of the legs the bat can hook itself on to the branch of a tree or to the wall or

ceiling of a cave or tunnel and go to sleep. As it hooks itself by the back legs, it sleeps with its head hanging downwards, but it is perfectly comfortable in this position.

Apart from these roosting places where they often sleep in great colonies during the day, bats have no homes and make no nests as birds do. A mother bat usually has only one baby at a time, which clings tightly to its mother with its mouth, teeth and claws buried in her fur and is carried about with her wherever she flies. Some of the fruit-eating bats carry their babies about continuously till they are able to fly. But other smaller bats may, after a certain stage, leave their young at home in a colony hanging from a tree or the ceiling of a cave, and return frequently to feed them.

Though the bat has a light thin-boned body, it is heavy compared with a bird. So the body is very small in proportion to the expanse of the wings. Moreover, the bat does not have the hollow air-filled bones that birds have. So its heart and lungs are large in proportion to its size.

The fruit-eating bats are a nuisance to orchards; but the insect-eating bats are nature's great check on night-flying insects, including the malarial mosquito. Insects always increase in great numbers and would eat off every green plant if they were not kept down by their natural enemies. Birds by day and bats by night are more useful to us than we realize because they keep down the insect population.

1. *Answer the following questions in complete sentences :*

(a) (i) How are bats different from birds? (ii) Describe the wing of a bat and compare it with that of a bird. (iii) Describe how and where a bat sleeps. (iv) Write down some of the places where bats may be found sleeping.

(b) (i) Do bats make nests? Why would it be very inconvenient for a mother bat to have several babies at a time? (ii) How is a baby bat carried about? (iii) Compare the ways in which a mother bird and a mother bat feed their young. (iv) What do

some bats do to their young when they become too heavy to carry and are yet not old enough to fly ?

(c) Plenty of energy is needed for flying and therefore plenty of oxygen. Mention one special point about a bird's respiratory system and one about the bat's that enable them to get more oxygen.

(d) (i) How are fruit-eating bats a nuisance to man ? (ii) How are insect-eating bats a help to man ? (iii) Mention any two ways in which a great increase in the insect population would be harmful to man. (iv) Which are the two natural enemies of insects that keep a check on their increase ?

2. Word Study :

Find words in the passage for the following :

(a) (i) animals that feed their young on the mother's milk, (ii) jumping, (iii) animal, bird, etc. hunted and eaten by another, (iv) strong, hard to break.

(b) (i) sleeping on a branch or perch, (ii) hold tight, (iii) gardens of fruit trees.

3. Give a suitable title to the passage.

or

Write a precis of the passage in about a third of its length and give it a suitable title.

8.

The expression "blind as a bat" is common, but it is not correct. It is true that bats sleep in the day and are active in the night, but that does not necessarily mean that they want to avoid the light. This habit of activity during the night and rest during the day may be due to the habits of their prey as well as to their reaction to temperature. If a bat feeds on night-flying insects, it must hunt them at night. Moreover, bats appear to have a preference for a regular and unchanging temperature such as would be found in caves and tunnels and old buildings. But there are species that roost in places exposed to sunlight.

Though bats can see, it is true that they depend mostly on their sense of hearing for getting about. In fact, one of the most remarkable things about bats is their ability to avoid obstacles and find their prey in the pitch dark by a means of echo-location. As it

flies about, a bat sends out a series of very high-pitched squeaks, so high that the human ear cannot hear them, but the bat can. The squeaks are reflected from things in the bat's way — branches, doors, insects and so on. The bat picks up the reflections with its sensitive ears, so it can turn aside in time to avoid the obstacle or go on to catch the prey. Experiments have been tried by naturalists, blindfolding bats and letting them fly among obstacles specially set in their paths — branches, threads and other things. The blindfolded bats fly quite swiftly and certainly, avoiding these obstacles. People are sometimes afraid of moving among bats in the dark, thinking that the bats will knock into their faces or get tangled in their hair. But the bats are equipped to avoid all obstacles, big and small, by means of what we may call their radar apparatus. Besides their ears, bats may have other means of catching these echoes. The delicate membrane called "nose-leaf" that some bats have round the nose is probably an organ of perception.

1. *Answer the following questions in complete sentences :*

(a) (i) When do bats sleep? (ii) Are bats really blind? (iii) Give a probable reason why bats hunt in the night. (iv) Give a possible reason why bats often roost in tunnels and caves. (v) Do all species of bats roost in dark places?

(b) (i) Show how bats depend on their hearing for avoiding obstacles. (ii) How is it that human beings cannot hear all the sounds that bats make? (iii) What experiment has been tried to test the bat's ability to move among obstacles? (iv) Do bats depend only on their ears to catch echoes? (v) What term is used for the scientific device, recently invented, by which aeroplanes and ships can find their way through cloud, fog and darkness by reflected radio waves?

2. *Word Study.*

Find words in the passage for the following :

(a) (i) keep away from, (ii) degree of heat and cold, (iii) group of plants or animals, (iv) left open and uncovered.

(b) (i) anything that gets in the way, (ii) absolutely dark, (iii) finding the exact position, (iv) short sharp sound made by a mouse or a bat or a shoe, (v) throw back (sound, light,

heat, etc.), (vi) provide with material for a special purpose, (vii) soft thin skin, (viii) a part of an animal or plant serving a special purpose, (ix) becoming aware through the senses.

3. Give a suitable title to the passage

or

**Summarize the passage in about a third of its length and give it a suitable title.*

9.

Long long ago there lived in the country of Greece a musician named Orpheus. Every day he sat on the river bank making soft music on his golden harp and singing lovely songs to his beautiful wife, the gentle nymph Eurydice. And whenever Orpheus sang everyone and everything came to listen to him. Children came near Orpheus and Eurydice and played more happily than elsewhere. Men and women came and forgot their sorrows or their anger as they listened. Cows came, and sheep and dogs and horses, and with them came bears and wolves; but the wild beasts did not hurt the tame ones, for they forgot their old cruel ways as they heard the songs of Orpheus. The high hills listened to him also, and even the clouds sailed along more brightly in the sky when he sang; and the stream which ran by him flowed more softly so as to listen to his music.

But one day a snake bit the gentle Eurydice and she died and went to the land of the dead. Orpheus was so sad that he felt he could never play or sing again. The beasts that used to listen to him wondered why he sat alone and silent on the green bank where Eurydice used to sit with him, and why he did not make his beautiful music any more.

At last Orpheus decided to go and seek his wife in the under-world (for the Greeks believed that the dead went to the under-world) which was ruled by King Pluto. But the way to the land of the dead was not

* This question has been purposely put in different ways to get the pupils used to the various forms in which it is set by various examiners.

easy to find ; and anyway it was impossible for a living person to take that way. The Greeks believed that a great barred gate opened into a long dark passage which led to the river Styx, the waters of which were inky black. No one could cross this river unless they were ferried over by the boatman Charon and his three-headed dog, Cerberus, and they would only take the souls of the dead.

Orpheus wandered far and wide, harp in hand, till in a solitary place he came to a high dark gateway barred with iron bars and bolted and locked so that none could open it. But Orpheus played on his harp and the gate flew open at the sound. He went down and still farther down a long dark passage till he saw a terrible dog with three heads, three tongues and six burning eyes that shone in the darkness. The dog was about to leap on him and tear him to pieces. But Orpheus began to play and the dog came and laid his heads on Orpheus' feet and licked him with his three tongues. Then Charon the boatman angrily asked Orpheus why he, a living man, had dared to come there. But Orpheus, playing his golden harp, stepped into the boat ; and Charon, charmed by the soft strains, rowed him across the black water and set him down in the land of the dead.

(Adapted freely from *Tales of the Gods and Heroes*,
by Sir George William Cox.)

1. Answer the following questions in complete sentences :

(a) (i) Why did everyone and everything listen to Orpheus ?
(ii) What effect did his music have on the children and on the men and women ? (iii) Why didn't the wild animals hurt the tame ones while they were listening to Orpheus ? (iv) Why did the clouds move more slowly in the sky and the stream flow more softly in its bed beside the bank where Orpheus played ?

(b) (i) How did Eurydice die ? (ii) What effect did her death have on Orpheus ? (iii) Why did the beasts wonder when they saw Orpheus now ?

(c) (i) Where did Orpheus finally decide to go ? (ii) Who ruled the land of the dead ? (iii) What were the difficulties in

the way ? (iv) What was strange about the dog Cerberus and the river Styx ?

(d) (i) How did Orpheus get through the locked gate ? (ii) How did Cerberus show his anger ? (iii) How did he show his pleasure at Orpheus' music ? (iv) Write a short conversation in direct speech between Charon and Orpheus. (v) Did Orpheus argue with Charon ?

2. Give a title to the passage.

or

Summarize the passage in about a third of its length, giving it a title.

10.

At last Orpheus was in the country of the dead and he entered the King's palace playing as he went. The doors opened before him as he played, till he reached the chamber where Pluto sat with his wife Proserpine, the daughter of the goddess of harvests. The King looked at him very sternly, but Orpheus was not afraid ; and he began to sing. He sang of his love and his loss ; and the music moved the heart of the King. He told Orpheus that he would give him what he wanted, because he had sung so sweetly ; when he went back to the earth, his wife whom he loved so dearly would follow him. But the King warned Orpheus to remember that he was not to look back until she had reached the earth ; for if he did, Eurydice would have to go back, and the King himself would not be able to restore her to Orpheus even if he sang more sweetly and gently than before.

With a heart full of joy, Orpheus turned and retraced his steps. Again he was ferried across the river and went past Cerberus and up and up the dark passage. At last he came to the entrance and saw the sun shining outside. A sudden fear came into his heart whether Eurydice was really behind him. Without thinking, he turned his head as he was stepping out and looked behind. But Eurydice had not yet reached the earth. All he saw was her white form slipping back ; for by his rash action he had lost her again.

More miserable than before, Orpheus went away to the top of a mountain. He grieved so much that he became pale and weak until at last he was near death. Nor was he sorry to die, for at last he would join his beloved Eurydice.

(Adapted freely from *Tales of the Gods and Heroes*
by Sir George William Cox.)

1. Answer the following questions in complete sentences :

(i) Why did the doors open before Orpheus ? (ii) How did the King of the under-world look at Orpheus ? (iii) What did Orpheus sing about ? (iv) On what condition did the King agree to restore Eurydice ? Write in direct speech what the King said to Orpheus. (v) Why did Orpheus turn his head ? (vi) What did he see ? (vii) Why did Eurydice have to go back ? (viii) Why was Orpheus even more miserable than he had been before ? (ix) How did he die ? (x) Why was he glad to die ? (xi) How do we know that this is an old story ? (xii) In what land was this story first told ?

2. Give a title to the passage
or

Write a precis of the passage in about a third of its length and give it a title.

11.

Then they felled the pines of Pelion, and shaped them with the axe, and Argus taught them to build a galley, the first long ship which ever sailed the seas. They pierced her for fifty oars—an oar for each hero of the crew—and pitched her with coal-black pitch and painted her bows with vermilion ; and they named her *Argo* after Argus, and worked at her all day long. And at night, Pelias feasted them like a king, and they slept in his palace porch.

At last the ship was finished, and they tried to launch her down the beach ; but she was too heavy for them to move her, and her keel sank deep into the sand. Then all the heroes looked at each other blushing ; but Jason spoke, and said, "Let us ask the magic bough ; perhaps it can help us in our need." Then a voice came from the bough, and Jason heard the words it said, and bade Orpheus play upon the harp,

while the heroes waited round, holding pine-trunk rollers, to help her towards the sea.

So Orpheus took his harp, and began his magic song—
“How sweet it is to ride upon the surges, and to leap from wave to wave, while the wind sings cheerful in the cordage, and the oars flash fast among the foam! How sweet it is to roam across the ocean, and see new towns and wonderful lands, and to come home laden with treasure, and to win undying fame!” And the good ship *Argo* heard him, and longed to be away and out at sea; till she stirred in every timber, and heaved from stem to stern, and leapt up from the sand upon the rollers, and plunged onward like a gallant horse; and the heroes fed her path with pinetrunks, till she rushed into the whispering sea.

Then they stored her well with food and water, and pulled the ladder up on board, and settled themselves each man to his oar, and kept time to Orpheus' harp; and away across the bay they rowed southward, while the people lined the cliffs; and the women wept, while the men shouted, at the starting of that gallant crew.

(From : *The Heroes* by Charles Kingsley.)

1. Answer the following questions in complete sentences :

(a) (i) What kind of ship is described — steamer, sailing-ship, rowing-galley? How do you know? (ii) Of what wood was the ship built? (iii) Why did they pierce her with fifty holes on each side? (iv) Why did they put pitch on the ship? (v) What colour was the ship when it was finished? (vi) What was the name of the ship and how did she get the name?

(b) (i) What went wrong when the ship was complete? (ii) Why did the heroes blush? (iii) What was the name of their leader? (iv) He had received instructions about his voyage from the Talking Oak, a sacred or holy tree. What had he brought away from it which helped them now? (v) Who among the heroes understood the words of the magic bough? (vi) What did it tell them to do? (vii) What special skill did one of the heroes possess? (viii) Why were the other heroes to stand round with pine-trunk rollers?

(c) (i) What was the subject of Orpheus' song? (ii) What effect did it have on the good ship *Argo*? (iii) Describe how they succeeded in launching her this time.

(d) (i) What preparations did they make for departure ?
(ii) What was the ladder probably made of ? (iii) Where did the people stand to watch their departure ? (iv) Why did the men shout and why did the women weep ?

2. Find the words used in the passage for the following :

(a) (i) cut down (trees), (ii) a low flat ship, with one deck, moved by oars and sail, (iii) front part of a ship, (iv) bright red colour.

(b) (i) to make a ship slide from the land into the water, (ii) the lowest piece of timber of a ship, (iii) to turn red with shame, (iv) branch, (v) told.

(c) (i) waves rising and falling, (ii) ropes, (iii) to wander, (iv) loaded, (v) moved from front to back or through the whole length of the ship, (vi) brave.

(d) (i) stood in a line, (ii) a steep hill at the edge of the sea, (iii) the collective noun for all the men working on a ship.

(e) Explain the difference between the two expressions ; to go on board, to go abroad.

3. Give a title to the passage
or

Write a precis of the passage in about a third of its length, giving it a title.

12.

As city and village, farm and field, press on the borders of the jungle, the magnificent forms of wild life of our country seem doomed to destruction. Of the lords among the great cats, the lions and the tigers, the tiger survives in the Indian forest in quite large numbers wherever the jungle is thick enough. But the lion, which once inhabited the whole of Northern and Central India from the Indus to the Ganga, from Sind to Bengal and as far south as the Narmada river, now lingers only in the Gir forest of Kathiawar. There too he has been saved from extinction only by strict regulation prohibiting all shooting of lions.

How is it that the tiger has been able to hold his own before man's advance more successfully than the lion? The reason partly lies in the nature of the surroundings that each prefers.

The lion frequents the open scrub jungle and semi-desert regions. But the tiger prefers the regions of thick forest. Dryness is the one thing it cannot endure ; it must have water to quench its insistent thirst ; and in the dense forest it is much more likely to escape notice than the lion in more open country.

Besides water to satisfy its thirst, the tiger has two other requirements, thick shade to sleep in and large animals to satisfy its hunger. Tigers and lions prey on the same kind of large wild game — bison and buffalo, deer and antelopes. Food competition with the tiger is, in fact, one of the factors restricting the number of lions.

But there is another reason — that of temperament. The two lords among the great cats differ completely in disposition. The lion is bolder, more curious, more confiding. Faced with the unusual or unknown it will come out to investigate. Its very fearlessness and curiosity destroy it in the unequal struggle against man. But the tiger is intensely solitary and cunning. It has an astonishing ability to move absolutely silently in the thickest covering and it can avoid the observation of the most patient and skilled woodsman. Faced with the advance of man, the tiger withdraws into the innermost depths of the forest, and has thus managed to survive.

1. *Answer the following questions in complete sentences :*

(i) Why are the wild animals of our forests bound to be destroyed in increasing numbers ? (ii) Which is found in larger numbers in India today, the lion or the tiger ? (iii) Where was the lion found in the past and where is it found now ? (iv) What are the three requirements of a tiger ? (v) How is the lion's character different from that of the tiger ? (vi) Give reasons why lions have decreased in numbers before man's advance far more than tigers.

2. **Word Study:**

Find from the passage words having the same meaning as the following :

(a) (i) splendid, (ii) fated, (iii) ruin, (iv) continue to live, (v) dying out of a race of people or of a kind of animal, (vi) forbidding.

- (b) (i) areas, (ii) to satisfy (thirst), (iii) urgent, (iv) thick.
 (c) (i) needs, (ii) to hunt, kill and eat, (iii) trying to get something that others also want, (iv) limiting or keeping down.
 (d) (i) two words for qualities of character, (ii) wanting to know, (iii) trustful, (iv) to find out, (v) hidden secret place.
 (e) *Make nouns corresponding to the following:* (i) survive, (ii) destroy, (iii) extinct, (iv) investigate, (v) compete, (vi) require, (vii) prefer, (viii) prohibit, (ix) prey.

13.

Many members of the animal kingdom make long journeys to get back to their homes or breeding grounds. The kind of pigeon that is called the homing pigeon or homer shows the most remarkable persistence in making its way home. Man has made use of its homing instinct for his own purposes.

All pigeons are devoted to their mates, and unlike most other birds, mate for life. But a homing pigeon has a passion for its home and shows an astonishing ability to make its way back to it. A homing pigeon may be carried hundreds of miles from its home in a covered basket, so that it sees nothing of the way. Yet when it is released, it will fly upwards, circle round for a while, and then go off straight as an arrow for its home. At night it will sleep in some shelter and in the morning go forward again. No matter how long the way it will not lose heart, nor will anything draw it away from its goal, the home loft or pigeon house; for most of these birds are now bred and trained by men in what are called lofts or cotes.

For more than two thousand years, men all over the world have used pigeons for carrying messages. Of course, a pigeon cannot take a message anywhere. It will carry a message *from* any place where it is released, but will take it only *to* the place that is its home.

Pigeons have been used through the ages as messengers in war. The great Roman conqueror, Julius Caesar, had news sent to him through pigeons. They were raised in a cote at his headquarters and carried

by his armies when they were fighting in distant places. Modern armies still breed birds for this purpose and lofts of trained pigeons accompany them to the field. In spite of modern developments in communications pigeons were considerably used in both the First and the Second World Wars; for telegraph and telephone lines cannot be laid everywhere, and wireless messages may be picked up by enemies as well as by friends.

Army pigeons fly through shot and shell and the smoke of battle, and many stories are told of their courage. One army pigeon, known only as No. 2709, was sent off in mist and rain, and was seen to be shot down. All night she lay wounded in the rain, and must have struggled off again at dawn, for she fluttered feebly into the home loft and died in the hands of the officer who picked her up, having delivered her important message. On another occasion a battalion of men encircled by the enemy were trying to get into touch with their friends. Men and pigeons died trying to get a message through. Cher Ami, the last of seven pigeons, was released and was seen to be wounded, for he fluttered and almost fell. But he would not fall; he disappeared in the sky and reached headquarters, with his breast covered with blood. The leg to which the message had been tied was almost torn off, but he had flown sixty miles an hour and delivered the message that resulted in the rescue of the battalion. He was carefully nursed and went back to America as the battalion's pet.

1. *Answer the following questions in complete sentences :*

(a) (i) Why do members of the animal kingdom sometimes make long journeys? (ii) How does the homing pigeon get its name?

(b) (i) What do we know of the home life of most pigeons? (ii) What is so surprising about the homing pigeon's ability to make its way home? (iii) What happens when a homing pigeon is released away from its home? (iv) What are the two names commonly used for the pigeon houses in which men breed pigeons for various purposes?

(c) (i) How long ago did men start to use pigeons to carry messages ? (ii) Can pigeons be used to carry messages anywhere ?

(d) (i) How did Julius Caesar's armies keep in touch with their leader ? (ii) What are some modern developments in communications ? (iii) Why are pigeons still used in war time, in spite of the development of telegraph, telephone and radio ?

(e) (i) Relate a striking incident about the courage and persistence of pigeons as war messengers. (ii) Where did Cher Ami (French for Dear Friend) work as a war messenger and where did he spend the last years of his life ?

2. Word Study.

Find words in the passage for the following :

(a) (i) giving birth to and bringing up young (birds, fish, animals), (ii) continuing an action in spite of difficulties, (iii) an inborn urge to do certain things in certain ways.

(b) (i) very fond of, (ii) strong feeling, (iii) very surprising, (iv) let go, set free, (v) end or aim.

(c) (i) a place from which orders are sent out and activities in other places controlled, (ii) advances, growth, (iii) ways of sending messages and things from one place to another, (iv) large body of soldiers, (v) move wings in a quick, light, irregular way, (vi) weakly.

(d) (i) Form an agent noun from *message* and make abstract nouns from the following verbs : *devote, persist, develop, communicate*.

3. Give a suitable title to the passage

or

Summarize the passage in about a third of its length, giving it a suitable title.

14.

Till about thirty years ago the constituents of diet were thought to be proteins and mineral salts for building and repair of the body, and carbohydrates and fats for energy. If these were available in the right quantity, it was thought that nothing more was required. The study of certain diseases, however, revealed the presence in some foods of minute quantities of substances so important that they came to be called vitamins from the Latin word for life. These are required in very small amounts, but they are

essential for health. We could not possibly live only on them ; but we cannot live without them.

The first suspicion of food-deficiency as a cause of disease arose in connection with the terrible disease of scurvy. This was much more common in the past among all sections of the population, but it seemed especially to attack strong men. For centuries it was of common occurrence among sailors, explorers and soldiers in the field. The disease particularly attacked sailors during the long voyages of the days of sailing ships. During Anson's voyage round the world (1740-1744), his six ships were reduced to one because of the death of so many of his crew mainly through scurvy.

The celebrated Captain Cook, the discoverer of Australia, found out how to defeat scurvy. In those days men had not learnt the methods of preserving food through refrigeration or by packing it in air-tight cans. So the sailors had to live for long periods on salted meat and fish and hard biscuit, foods that did not go bad quickly. But in his long voyages of exploration, Captain Cook sent his men at every possible opportunity to get green stuff, fruit, fresh food generally ; and discovered that this fresh food made a great difference to the health of the men. On his longest voyage to the South Pacific, covering 60,000 miles and lasting a thousand days, he lost only one man through scurvy, an astonishing record for those days. This was because he stopped wherever possible to get fresh food and vegetables, and also used preserved cabbage and lime juice.

This food deficiency was the first against which measures were taken ; but the food factor responsible for it was discovered later than two others ; hence it came to be called Vitamin C which scientists have now separated and call ascorbic acid. Fruits and fresh vegetables contain minute quantities of ascorbic acid, and it is this that cures and prevents scurvy.

One of the greatest scientific advances made in the twentieth century is the knowledge of vitamins; since this knowledge enables men to control or even to wipe out certain diseases caused by their absence.

1. *Answer the following questions in complete sentences :*

(a) (i) What were long considered the four necessary constituents of diet? (ii) What was the fifth element discovered and how did it get its name? (iii) Are vitamins needed in large quantities? (iv) Can we live on vitamins alone? (v) Can we live without them?

(b) (i) Schoolboys at boarding school sometimes got scurvy in the past; would they be likely to get it now? (ii) Which were the classes of people who suffered most from scurvy? (iii) Give an example of the harm it caused during a long voyage.

(c) (i) What are two things for which Captain Cook is famous? (ii) Mention two ways in which food is preserved today. (iii) What was the diet of sailors in those days? (iv) What measures did Captain Cook take to improve the diet? (v) What striking success did he obtain in securing the health of his men?

(d) (i) Was Captain Cook aware of the exact nature of the contribution made by fresh food? (ii) What do scientists now call this food factor? (iii) Why is it called by the third letter of the alphabet?

(e) Why is the discovery of vitamins so important in the conquest of disease?

2. *Word Study.*

Find words in the passage for the following :

(a) (i) parts that together form a whole, (ii) food eaten by different sets of people, (iii) very small, (iv) necessary, that which must be present.

(b) (i) classes, (ii) something that happens, (iii) make smaller in size or number.

(c) (i) keep safe from harm, keep food in good condition, (ii) cooling of food to preserve it, (iii) metal containers for holding liquids, food, etc., (iv) very surprising.

(d) (i) something that helps to bring about a result.

(e) Use the word *element* in sentences with two or more meanings.

3. *Give the passage a suitable title.*

OR

Summarize the passage in about a third of its length, giving it a suitable title.

At any moment a number of sounds reaches our ears from different sources. A door bangs, a book falls, a child laughs or cries, a car hoots, the telephone bell rings, a crow caws, perhaps a cricket chirps. The cause of all these various sounds is finally something moving; they are all produced by vibration, which means a movement backward and forward. As a stone thrown into a pond sets up waves of water spreading out on the surface, so vibrations of objects set up waves of compressed air travelling in all directions. There must be air or some other medium to carry the sound and it must be received by something capable of "hearing" or detecting the sound. The moon is a soundless world, not only because there is no one to hear, but because there is no air to carry the sound.

The form of the pressure wave reproduces the characteristics of the sound. These characteristics are loudness and pitch. As more force is used in producing a sound, for example in banging a drum or blowing a whistle, the air-waves set up are bigger. The pitch of a sound depends on the frequency of the vibrations. The note, middle C, comes from something vibrating 256 times a second. If the string is shortened or made thinner or stretched tighter, it will vibrate faster and the pitch will be higher.

The various musical instruments produce sounds in two main ways. They vibrate strings of different size and thickness, or they vibrate air through pipes of different sizes. In the case of the human voice the vibration is that of the vocal cords within the voice-box; these are usually longer and thicker in men than in women. But animals with voices are not the only ones that produce sounds. Insects like crickets and grass-hoppers produce their endless chirp by rubbing one wing against another.

The human ear picks up as sound certain vibrations or air-waves, but not all. What we hear is a stream

of air-waves vibrating at the rate of about fifty per second to twenty-three thousand per second. When a top is spinning very fast we do not hear it; as it slows down we catch the hum of it; and then again we stop hearing it just before it falls. A dog's ears pick up vibrations of greater frequencies and therefore of higher pitch than the human ear can detect.

1. *Answer the following questions in complete sentences :*

(a) (i) Mention six sounds that are often heard, and that are produced by six different sources. (ii) What is the final cause of these and all other sounds? (iii) Why is the moon a soundless world? (iv) If an alarm clock were put in a jar from which all the air had been pumped out, and then the jar were held close to your ear, would you hear the alarm?

(b) (i) What are two important characteristics of all sounds? (ii) What does each of these depend on? (iii) How is the note middle C fixed? (iv) When vibrations are faster, is the pitch higher less or lower?

(c) (i) What are the two main ways in which musical instruments produce sound? Give an example of each. (ii) Describe the part of the human body that produces the human voice. Why are women's voices of higher pitch than men's? (iii) How do insects differ from animals in their method of producing sounds?

(d) (i) Do we hear all vibrations as sounds? (ii) How is it that we do not hear a top when it is spinning very fast and again fail to hear it just before it falls? (iii) How is it that a dog will run up to his master in reply to a whistle which his master blows but cannot himself hear?

2. *Word Study.*

What words are used in the passage for (i) movement backward and forward, (ii) number of repetitions in a given time, (iii) degree of highness in music or speech.

3. *Give a suitable title to the passage*

or

Summarize the passage in about a third of its length, giving it a suitable title.

16.

From early times sky gazers had observed six planets and had noticed how they moved about the sky against the background of the stars. It took men longer to realize that our earth is one

of the sun's family of planets. These seven planets are not difficult to find. We live on the earth itself and we can see the others with the naked eye. They are Mercury, Venus, Mars, Jupiter and Saturn, though Mercury, because it is so close to the sun, is a little difficult to see.

During the past two hundred years, three more planets have been discovered: Uranus, Neptune and Pluto. In 1781, Uranus was observed almost accidentally by a musician named Herschel who was watching the sky through a telescope made by himself, and noticed a star that appeared to be different from the others. Comparing his observations over a period of time, he discovered that the object was moving; so he thought it to be a comet. Presently it was established that the object was really a planet millions of miles away from the orbit of Saturn. Other astronomers had observed it previously; but they had not been as careful as Herschel in comparing their observations from night to night, or they would have discovered that the supposed star was moving, and was therefore a planet.

The discovery of the next two planets was even more exciting; for their existence was suspected and even their position was located by mathematical calculation before they were actually observed through the telescope. The clue to their existence was found in observations of the path of Uranus. The path of a planet round the sun can be calculated mathematically, taking into account the attraction of the sun on the planet as well as that of every other planet in the solar system. So scientists worked out a path for Uranus round the sun. But observations over a period of years showed that Uranus was deviating from this path; presently it was about a million miles away from the position calculated for it. So the theory was put forward that there might be another planet, farther from the sun than Uranus, the attraction of which was causing this deviation. The position of

this supposed planet was calculated independently by two astronomers, a Frenchman named Leverrier and an Englishman named Adams; a German astronomer named Galle who had special facilities for such observations, acting on the Frenchman's directions, first saw the planet in the calculated position.

But that was not the end of the matter. In 1902 an American observer, Dr. Lowell, after years of mathematical and astronomical observation, found minute irregularities in the motion of Uranus which could be explained only by another disturbing body. He worked out its position and in 1905 the search started for a planet beyond Neptune, but it was not discovered by the time of Lowell's death in 1916. In 1919, another American astronomer, Professor Pickering, predicted the position of the supposed planet from irregularities in the path of Neptune. It was not till 1930 that workers in the Lowell Observatory found the planet that Lowell had predicted a quarter century earlier, in nearly the position that had been assigned to it by Lowell and Pickering.

1. *Answer the following questions in complete sentences :*

(a) (i) How did men perceive that planets are different from stars? (ii) How many planets can be seen by the naked eye? (iii) Why is Mercury rather difficult to see?

(b) (i) How many planets were known to exist by 1780? (ii) Who first observed a new planet? Was he an astronomer by profession when he first saw it? (iii) How did he realize that the object was not a star? (iv) How was it that previous observers of this object in the sky had not realized that it was a planet?

(c) (i) What was there remarkable about the discovery of the next two planets? (ii) How is the path of a planet calculated mathematically? (iii) What gave a clue to the existence of a planet beyond Uranus? (iv) Who calculated the position of the planet and who first saw it?

(d) (i) When did the search start for a planet beyond Neptune? (ii) What made Lowell suspect the existence of such a planet? (iii) Did Lowell ever see the planet he had discovered? (iv) Which other observer predicted the existence of a planet beyond Neptune? (v) How long did the search last? (vi) Why is it possible that new planets may still be discovered?

2. Word Study.

Find words or phrases in the passage for the following :

(a) (i) those who look at the sky, (ii) to see without glasses, telescope, microscope, etc. (iii) something that helps to solve a problem, (iv) pulling towards oneself, (v) to turn aside from, (vi) very small, (vii) foretell.

(b) *Give nouns corresponding to the following verbs :* to attract, to deviate, to observe, to exist, to predict.

3. Give a title to the passage

or

Write a precis of the passage in about a third of its length, giving it a suitable title.

Note : As this book is through the English medium, there is no separate treatment of translation. The passages given above may be used for purposes of translation, the teacher selecting any part of the passages for translation as he wishes. It is however important that the translation should come after the passage has been worked through for comprehension and summary. If the translation precedes the comprehension exercises, the purpose of the latter will be defeated. The comprehension exercises, on the other hand, will be a good preparation for the translation.

LESSON V

PARAPHRASE

Do you remember studying the transformation of sentences? You saw how it is possible to add variety to your writing by changing a sentence from one form to another. You saw how simple, compound and complex sentences can often be interchanged. In the writing of a paraphrase you will find that what you have learnt about sentence transformation will be very useful.

A paraphrase is the art of expressing in your own words the meaning of a passage of prose or verse in a simpler way. To be able to paraphrase well is extremely useful. Often after you leave school you will be asked to make reports and give accounts of speeches or of passages you have read. The writing of a paraphrase helps you to understand thoroughly

the meaning of a passage and also helps you to express yourself simply and clearly. A good paraphrase shows that you have understood what you have been reading and that you are able to communicate to the reader what you have understood. Remember that your paraphrase should be one that can easily be understood by someone who does not know so much English as you and one who has never seen the original passage you have paraphrased.

What then are the qualities of a good paraphrase? A good paraphrase should be clear, direct, adequate, relevant and original. Let us consider these qualities in turn.

1. Clear : What you have written must be absolutely clear at the first reading. You must never be vague. That means you must be certain you understand the meaning of the passage. You cannot make clear to others what is not clear to yourself.

2. Direct : The expression of your paraphrase should be as simple and direct as possible. It is best to avoid the use of long words or of figurative language. Do not repeat the style of the original passage ; you must try to get the meaning out of it and express it directly and as simply as possible.

3. Adequate : Your paraphrase must clearly express what the original passage means. You must not be content with paraphrasing only a part of the passage. All the essential points must be included in your paraphrase.

4. Relevant : You must not introduce ideas that are not in the original nor must you attempt to criticise or comment upon the original. Your task is simply to express clearly and adequately in your own words the meaning of the passage.

5. Original : The paraphrase must be your own. You should not just go through the passage word by word and substitute different words. Your para-

phrase must be a complete restatement of the thought of the passage.

When we say that you must use your own words, this does not mean, of course, that you are not allowed to use any of the words used in the passage! That would be impossible. The best thing is to retain the words that are simple enough already; but if the word is a long one it could be changed into a simpler, shorter one. It is not normally necessary, however, to change a short word into a long one. Even though you may retain some of the words used in the passage you must not use the same sentences. In your paraphrase the sentences **must** be your own.

Now suppose you have to write a paraphrase. How would you do it? First, read the passage through very carefully, several times if necessary, in order to be absolutely certain that you have mastered the meaning. Remember that the success of your paraphrase will depend on your success in grasping the meaning of the passage.

Having grasped that meaning you must now convey it to the reader. It is a good idea when you read through the passage to jot down the main points and make an outline. Then write out a draft of your paraphrase and do not use any of the sentences or phrases that appear in the original passage. Now read through the passage again and make sure that you have included everything in your draft. Check it carefully to make sure it is clear, direct, adequate, relevant and original. Then make a fair copy.

Sometimes the passages you will have to paraphrase will be in prose that was written many years ago, long before you were born. But your paraphrase must be in modern prose. quite often you may have to paraphrase a poem. In verse, the word order is often different from that of prose. Certain old-fashioned words and expressions are sometimes used and usually the language is highly figurative

containing a number of comparisons. Therefore when you read the poem through, note the use of such expressions and avoid them in your paraphrase which must be in clear, direct, modern English prose.

Let us now practise writing a paraphrase from a passage of prose and then from a passage of verse. Here is a passage from *Barnaby Rudge* written in 1841 by Charles Dickens (1812-1870) which describes an attack made by a mob on Newgate Prison in London in 1780.

Although the heat was so intense that the paint on the houses over against the prison parched and cracked up, and swelling into boils as it were from excess of torture, broke and crumbled away; although the glass fell from the window sashes, and the lead and iron on the roofs blistered the incautious hand that touched them, and the sparrows in the eaves took wing, and rendered giddy by the smoke, fell fluttering down upon the blazing pile; still the fire was tended unceasingly by busy hands, and round it men were going always. They never slackened in their zeal, or kept aloof, but pressed upon the flames so hard, that those in front had much ado to save themselves from being thrust in; if one man swooned or dropped, a dozen struggled for his place, and that although they knew the pain, the thirst, and pressure to be unendurable. Those who fell down in fainting-fits, and were not crushed or burnt, were carried to an inn-yard close at hand and dashed with water from a pump; of which bucketfuls were passed from man to man among the crowd; but such was the strong desire of all to drink, and such the fighting to be the first, that, for the most part, the whole contents were spilled upon the ground without the lips of one man being moistened.

As we read through this passage let us jot down the main points. * That will help you to follow the arrangement of ideas in the passage. We will then have an outline which will be something like this :

Terrible heat causes paint to crackle, glass to shatter, lead on roofs to blister the hand, sparrows made dizzy by smoke drop into the fire — but the crowd tends the fire vigorously — people struggle to reach the front — their thirst — those who faint taken to the nearest pump — buckets passed to crowd but owing to congestion most of the water spilled.

Now let us write our paraphrase which may read like this :

The extreme heat parched the paint on the neighbouring houses and caused it to swell and crackle and crumble away; it shattered the glass in the windows; it made the lead and iron on the roofs so hot that to touch them raised a blister on the hand. The sparrows flew out from the eaves of the houses but the smoke made them giddy and they dropped into the flames. But in spite of this intense heat the people crowded round the fire throwing more and more fuel in it and doing their best to increase it. They pushed forward in spite of the pressure and the tremendous thirst, a dozen pushing in wherever a man fell, and those in front were nearly pushed right into the fire. Those who fainted and were not killed were carried to a pump in an inn yard. Buckets of water were passed from the pump from hand to hand among the crowd, but there was so much fighting over the water that most of it was spilled.

Of course, this is not the only possible paraphrase of this passage. Each person's paraphrase will be expressed differently for, as we have said, a paraphrase must be original.

Now let us take a poem. Here is a sonnet *To Sleep* by William Wordsworth (1770-1850).

A flock of sheep that leisurely pass by,
One after one, the sound of rain, and bees
Murmuring; the fall of rivers, winds and seas,
Smooth fields, white sheets of water, and pure sky;

I have thought of all by turns, and yet do lie
Sleepless; and soon the small birds' melodies
Must hear, first uttered from my orchard trees,
And the first cuckoo's melancholy cry.

Even thus last night, and two nights more, I lay,
And could not win thee, Sleep! by any stealth:
So do not let me wear to-night away;

Without Thee what is all the morning's wealth?
Come, blessed barrier between day and day,
Dear mother of fresh thoughts and joyous health!

Again, as we read it through let us jot down the points and make an outline, say like this :

Tried to get to sleep by thinking of sheep, rain, bees, winds and seas, fields, water and sky but in vain — will soon hear

the singing of the birds and the cuckoo. Have lain awake for the last three nights — I ask sleep to come to night — for without sleep there is no joy the next day.

Now let us write our paraphrase :

I have tried to get to sleep by thinking of sheep moving along slowly, then of the sound of rain falling, the soft hum of bees. Then I have thought of the sound of water-falls, the wind, the waves of the sea, then of freshly mown fields, shining lakes and a clear sky. All has been in vain. I am still awake and will soon hear the early morning song of the birds in the orchard and the plaintive cry of the cuckoo. For the last three nights I have lain awake like this and could not get to sleep. I pray to sleep not to let me lie here awake all night, for without sleep there can be no enjoyment of all that the morning brings. It is sleep that divides day from day and so refreshes us and brings new thoughts and new happiness and health.

EXERCISE ONE

Now write a paraphrase of the following verses :

- I. A barking sound the Shepherd hears,
A cry as of a dog or fox ;
He halts — and searches with his eyes
Among the scattered rocks :
And now at distance can discern
A stirring in a brake of fern ;
And instantly a dog is seen,
Glancing through that covert green.

The Dog is not of mountain breed ;
Its motions, too, are wild and shy ;
With something, as the Shepherd thinks,
Unusual in its cry :
Nor is there anyone in sight
All round, in hollow or on height ;
Nor shout, nor whistle strikes his ear ;
What is the creature doing here ?

William Wordsworth

2. There, in his noisy mansion, skill'd to rule,
 The village master taught his little school ;
 A man severe he was, and stern to view ;
 I knew him well, and every truant knew ;
 Well had the boding tremblers learn'd to trace
 The day's disasters in his morning face ;
 Full well they laugh'd with counterfeited glee,
 At all his jokes, for many a joke had he ;
 Full well the busy whisper, circling round,
 Conveyed the dismal tidings when he frown'd ;
 Yet he was kind, or if severe in aught,
 The love he bore to learning was in fault ;
 The village all declared how much he knew ;
 'Twas certain he could write, and cypher too ;
 Lands he could measure, terms and tides presage,
 And e'en the story ran that he could gauge.
 In arguing too, the parson owned his skill,
 For e'en tho' vanquished, he could argue still.

Oliver Goldsmith

3. To each his sufferings: all are men,
 Condemned alike to groan ;
 The tender for another's pain,
 The unfeeling for his own.
 Yet ah! why should they know their fate,
 Since sorrow never comes too late
 And happiness too swiftly flies ?
 Thought would destroy their paradise
 No more : — where ignorance is bliss,
 'Tis folly to be wise.

Thomas Gray

4. Roll on, thou deep and dark blue Ocean — roll !
 Ten thousand fleets sweep over thee in vain :
 Man marks the earth with ruin — his control
 Stops with the shore ; — upon the watery plain
 The wrecks are all thy deed, nor doth remain
 A shadow of man's ravage, save his own,
 When for a moment, like a drop of rain,
 He sinks into thy depths with bubbling groan,
 Without a grave, unknelled, uncoffined, and unknown.

Lord Byron

5. Happy the man, whose wish and care
A few paternal acres bound,
Content to breathe his native air
In his own ground.

Whose herds with milk, whose fields with bread,
Whose flocks supply him with attire;
Whose trees in summer yield him shade,
In winter fire.

Blest, who can unconcern'dly find
Hours, days and years slide soft away
In health of body, peace of mind,
Quiet by day.

Sound sleep by night; study and ease
Together mix'd; sweet recreation,
And innocence, which most does please
With meditation.

Thus let me live, unseen, unknown;
Thus unlamented let me die;
Steal from the world, and not a stone
Tell where I lie.

Alexander Pope

